

The University of Chicago

TURNOVER AMONG TEACHERS IN
THE SMALLER SECONDARY
SCHOOLS OF INDIANA

A PART OF A DISSERTATION SUBMITTED TO
THE FACULTY OF THE DIVISION OF THE
SOCIAL SCIENCES IN CANDIDACY FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATION

1935

By

DONALD LIONEL SIMON

Private Edition, Distributed by
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ACKNOWLEDGMENTS

The writer wishes to express his appreciation first of all to Dr. William S. Gray for his guidance and counsel in connection with this study.

Grateful acknowledgment is made also to former members of the Indiana State Department of Public Instruction for their courtesy in permitting the collection of data; in particular to the former state superintendent, Mr. George C. Cole, and to the former directors of the school inspection division, Mr. Clarence L. Murray and Mr. Harold E. Moore.

He is further indebted to the county and the town superintendents of Indiana for their co-operation in supplying valuable information for the study.

D.L.S.



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CHAPTER I

THE PROBLEM

Studies which have appeared in recent years reveal a large amount of turnover among teachers in various sections of the United States, particularly among those in smaller school systems. According to Evenden's report of the National Survey of the Education of Teachers, in the median state one junior high school teacher among 4.95 and one senior high school teacher among 4.24 were serving in their positions for the first time in 1930-31.¹ Elsbree found a turnover rate of 20.5 per cent among secondary teachers in the village schools of New York State for 1925-26.² Williams computed the rate of turnover among Illinois high school teachers for a ten-year period and reported a rate of 38.8 per cent for 1921-22 and a rate of 18.7 per cent for 1930-31.³ White studied the rate of turnover of Iowa teachers for 1922-24 and found an average rate of 46.3 per cent for population centers under 3,000 and a rate of 37.0 per cent for all cities.⁴ Seeder found a turnover of 31.0 per cent among secondary teachers of Minnesota at the close of the school year 1924-25.⁵

The extent of the problem of turnover is portrayed somewhat more vividly by data on length of tenure in a given school system. In a study of smaller secondary schools in connection

¹E. S. Evenden, "The Supply and Demand for Senior High School Teachers," School Life, XVII (January, 1932), 92-93; "The Demand for and Supply of Junior High School Teachers," ibid. (March, 1932), 132-33.

²Willard S. Elsbree, Teacher Turnover in the Cities and Villages of New York State, p. 18. Teachers College Contributions to Education, No. 300. New York: Teachers College, Columbia University, 1928.

³Lewis W. Williams, "Turnover Among High-School Teachers in Illinois," School Review, XL (June, 1932), 418.

⁴Wendell White, "Rate and Causes of Turnover of Iowa Teachers," American School Board Journal, LXXI (December, 1925), 53.

⁵R. I. Seeder, "Aspects of Tenure and Turnover Among Minnesota Teachers," ibid., LXXVII (October, 1928), 114.

with the National Survey of Secondary Education, Ferriss and his collaborators found that the median principal of an unselected group of schools in 1930-31 had served in his position only 2.7 years and the median teacher, 1.4 years.¹ Rambo studied teacher tenure in the smaller high schools of Kansas and found in 1926-27 a median tenure of 3.1 years for superintendents and principals of third-class cities, 2.9 years for rural high-school principals, and approximately 2.0 years for men and women teachers in the rural and small city schools.² Shannon in a study of the length of tenure of superintendents in the United States in 1929-30 found a median tenure of seven years.³ Finch has reported a study of the tenure of high-school principals in Illinois and Missouri and of superintendents in Missouri for the school year 1930-31, which resulted in finding a median tenure for Illinois principals and Missouri superintendents of three years and for Missouri principals of two years.⁴ In studying the tenure of principals in districts of the third class (population under 1,000) in Montana, Maddock found a median tenure of 2.06 years for the period from 1919-20 to 1928-29.⁵

Although no one has answered the question as to what constitutes a desirable rate of turnover, Williams believes "we are doubtless justified in viewing with concern a situation in which, year after year, a third or more of the teachers are changed."⁶ Staffelsbach studied turnover in the smaller schools of California and concluded that "it augurs ill indeed for education that one-third of the children each year face a teacher who is occupying

¹Emery N. Ferriss, W. H. Gaumnitz, and P. Roy Brammell, The Smaller Secondary Schools, pp. 64, 75. National Survey of Secondary Education Monograph No. 6. United States Office of Education Bulletin No. 17, 1932. Washington: Government Printing Office, 1933.

²William L. Rambo, "Salaries, Training, and Tenure of Administrators and Teachers in the Smaller Accredited High Schools in Kansas, 1926-27," pp. 28, 49, 89, 145, 154. Unpublished Master's thesis, Department of Education, University of Chicago, 1927.

³J. R. Shannon, "Turnover of City and Town Superintendents," School Executives Magazine, L (March, 1931), 335.

⁴F. H. Finch, "Tenure of High-School Administrators in Illinois and Missouri," School Review, XLI (June, 1933), 460-61.

⁵W. E. Maddock, "Tenure and Salaries of Montana School Administrators," Nation's Schools, VI (August, 1930), 53.

⁶Op. cit., p. 426.

her position for the first time."¹ Elsbree, who has given much time to the study of turnover, believes that if a community could "but realize the seriousness of the problem and all its implications, it would exhibit an anxiety as to the amount and nature of its teacher turnover and an aggressive interest in its control rivaling that of our largest industrial concerns."² Ferriss and his collaborators state that owing to "the importance of the human factors in educational work and the relative complexity of administrative and teaching problems and their connection with community life, a considerable degree of permanency is usually regarded as desirable in teaching and administrative positions."³

The advantages of long tenure are cited by Lewis, as follows:

"(1) The education of children suffers greatly under the instruction of new and inexperienced teachers. (2) A certain amount of time is wasted in adjusting the new teachers no matter how well qualified they may be. (3) Proper grading, grouping, classifying, and marking of pupils is seriously handicapped because new teachers must learn the children anew. (4) There is less unity and continuity in materials of instruction as well as in methods where teachers change frequently. (5) Frequent changing of teachers makes it impossible to become closely identified with the life of the community. (6) Frequent turnover costs the public considerable money each year that might be spent to greater advantage. (7) The development of a local *esprit de corps* is almost impossible when each year inexperienced teachers replace other inexperienced teachers. (8) Short tenure results in a lowering of standards. Good teachers and good textbooks are the two absolute essentials for good instruction. There are laws against too frequent change of textbooks and as teachers are more important than books there should be some way to increase their tenure. (9) European practices seem to show a decided advantage for long tenure."⁴

Sufficient evidence has been presented to show the existence of a problem of teacher turnover in various sections of the

¹E. H. Staffelsbach, "Teacher Turnover: Effect of the California Tenure Law," Sierra Educational News, XXVII (February, 1931), 25.

²Op. cit., p. 1.

³Op. cit., pp. 63-64.

⁴E. E. Lewis, Personnel Problems of the Teaching Staff, pp. 352-53. New York: The Century Co., 1925.

United States. A reasonable length of tenure in a position for efficient teachers and administrators seems desirable. In order to decrease abnormal turnover within a given area it is necessary to make an investigation of the extent of the problem and an analysis of its causes. It has been shown especially in the National Survey of the Education of Teachers,¹ that there is a wide range in the rate of turnover for various states. Therefore a study of the causes of turnover should be limited to a particular state and, furthermore, to similar types of schools within the state.

A preliminary study of teacher turnover supplied convincing evidence of the existence of a real problem in Indiana. In 1926-27 there were 4,115 secondary teachers and administrators employed in the town and township schools. By 1932-33 only 642, or 15.6 per cent, of the total number were still employed in the same schools in which they were working in 1926-27. Over two-fifths of the number withdrew in the spring of 1927. Hence Indiana, by virtue of the existence of a problem and as a consequence of conditions contributing to its significance, lends itself admirably to an investigation of teacher turnover, especially with respect to the smaller secondary schools.

Conditions in Indiana Contributing to the Significance of the Problem

An explanation of the administrative set-up for the various types of school corporations in Indiana and a brief review of the tenure legislation will assist in clarifying the reasons why a study of teacher turnover in Indiana has been undertaken.

School administration.--There are three types of school corporations in Indiana; namely, the township, the town, and the city. The township school corporation is administered by a township trustee elected for a four-year term by popular vote. A county superintendent, elected by the township trustees acting as a county board of education, has supervision over the township schools. The amount of influence the county superintendent may exert over the administration of the schools of a township is dependent upon the extent to which the township trustee wishes to share this responsibility. The township trustee may have a principal of the township schools in whom he places a major share of the responsibility for their administration. However, as in the case of the county superintendent, the power of the township principal is determined largely by the township trustee.

¹Evenden, op. cit.

The township trustee is usually a layman with limited educational experience. Hunt, in a study of 230 township trustees located in twenty counties of Indiana in 1931, found that 73.5 per cent had not gone beyond the eighth grade and that over one-third of this number did not even reach the eighth grade.¹ Over two-thirds (67.7 per cent) of the trustees included in the study were engaged in agricultural pursuits.²

The township school corporation includes all the schools within the township that are not maintained by a separate town or city corporation. A large number of the small towns of Indiana do not maintain independent school corporations. Therefore, if a school is located within such a town it will be administered by the township trustee. Oftentimes, a consolidated township school is located within or near a town and serves all the children within the township.

The town schools operating independently of the township system and the city schools are, with few exceptions, under the management of a board of school trustees consisting of three members. In the town and city systems, excepting a few of the larger ones, the members of the board are selected by the town or city council. The board of school trustees selects a superintendent to administer and supervise the schools of its corporation.³

Tenure legislation in Indiana.--In the 1927 session of the Indiana legislature a law was passed providing that "any person who has served or who shall serve under contract as a teacher in any school corporation in the State of Indiana for five or more successive years, and who shall hereafter enter into a teacher's contract for further service with such corporation, shall thereupon become a permanent teacher of such school corporation."⁴ The passage of the law came as a result of a legislative campaign conducted by the Indiana State Teachers' Association over a period of years. The leaders in the association saw teachers being dismissed from their positions by township trustees for political reasons. With a teacher-tenure law on the statute books it was thought that such practices would be eliminated from the

¹Charles G. Hunt, "Qualifications of Township Trustees in Indiana, 1931," p. 55. Unpublished Master's thesis, Department of Education, University of Chicago, 1931.

²Ibid., p. 49.

³In a few of the smaller town systems the board employs a principal only, the county superintendent being responsible for supervision.

⁴Laws of the State of Indiana, 1927, p. 250.

administration of the Indiana public schools.

The 1933 session of the state legislature changed the wording of the tenure law to exclude the teachers in the township schools.¹ The law had been opposed by a number of township trustees ever since its enactment in 1927. Some of the trustees followed the practice of refusing to grant a teacher a contract for the sixth year, thus preventing anyone from becoming a permanent-tenure teacher within their townships. A number of the county superintendents voiced opposition to the law, declaring that it disrupted their schools. The teachers in the rural sections observed its operation against them and in some cases openly favored its repeal. Although there was a movement on foot during the 1933 legislative session to repeal the tenure law in its entirety, the leaders for teacher tenure were able to effect a compromise and preserve the benefits of tenure for the teachers in the independent town and city systems.

Although permanent tenure is no longer possible in the township schools, yet a study of conditions existing in the rural sections during the period the tenure law was in effect should prove valuable as a guide to other states contemplating such legislation and should also aid Indiana when the problem of tenure for the rural teacher is faced at some future time.

Purposes of Present Study

The present study of teacher turnover in the smaller secondary schools of Indiana has three major purposes. In the first place, the extent of the problem will be revealed by citing the rate of turnover, the length of teacher tenure, and the relationship between turnover and the qualifications of teachers. In the second place, an analysis of the causes of turnover will be made to ascertain the extent to which professional, political, personal, and various other factors are responsible for dismissals and resignations. Such findings should pave the way for a realization of the third purpose, namely, to discover ways and means of bringing about greater stabilization of the teaching personnel in smaller schools.

¹Ibid., 1933, p. 716.

CHAPTER II

SOURCES AND METHODS OF COLLECTING INFORMATION

Following a brief statement concerning the secondary schools included within the study, the present chapter describes in some detail the types and sources of information and the methods of investigation. The chapter is concluded with an evaluation of the sources and methods of collecting information and an explanation concerning the treatment of the data.

The Smaller Secondary Schools

As stated in chapter I, the present study is limited to the smaller secondary schools of Indiana. In making an analytical study of teacher turnover the area coming within the scope of one investigation must necessarily be defined in such fashion as to permit a complete and thorough study of the problem in all its aspects. The types of secondary schools in 1931-32 and the size of these schools are given herewith.

Types of secondary schools.--All secondary schools in the townships and in towns under 3,000 population are included in the study. These schools can be classified into two groups according to their type of organization. For instance, schools including one or more grades below the ninth in their secondary organization are classified as reorganized. Other schools of the traditional type not including pupils below the ninth grade are classified as the regularly organized type.

As shown in Table I, there were, in 1931-32, 379 township secondary schools of the reorganized type divided on the basis of grades, as follows: grades 7-12, 345; grades 7-11, 9; grades 7-10, 5; grades 7-9, 10; and grades 8-12, 10. There were 236 regularly organized township schools of secondary grade giving a four-year course, 4 giving a three-year course, and 2 giving a two-year course. Forty-four of the town schools had included grades 7-8 in their secondary organization by 1931-32 and three had included the eighth grade, making a total of forty-seven reorganized schools. Thirty-eight towns still had in 1931-32 the traditional type of secondary school organization, one of which did not offer work on the twelfth-grade level.

Size of secondary schools.--The median enrolment and the median number of staff members employed are shown in Table II for

TABLE I

NUMBER OF SECONDARY SCHOOLS IN THE TOWNS
AND TOWNSHIPS IN 1931-32 DIVIDED ON THE
BASIS OF TYPE OF SCHOOL ORGANIZATION

Type of School Organization	Number of Schools	
	Towns	Townships
Reorganized type, including grades		
7-12	44	345
7-11		9
7-10		5
7- 9		10
8-12	3	10
Regularly organized type, including grades		
9-12	37	236
9-11	1	4
9-10		2
Total:		
Reorganized ...	47	379
Regularly organized ...	38	242
All	85	621

TABLE II

MEDIAN ENROLMENT AND MEDIAN NUMBER OF STAFF MEMBERS
EMPLOYED IN THE TOWN AND TOWNSHIP SECONDARY SCHOOLS
IN 1931-32

Item	Type of School Organization		
	Reorganized	Regularly Organized	All
Median enrolment:			
Towns	228.6	129.7	168.6
Townships	127.1	73.2	102.1
Median number of staff members:			
Towns	10.1	7.3	8.9
Townships	6.7	4.5	5.7

the various types of schools. The regularly organized schools are smaller than the reorganized schools, largely because of the absence of the seventh and eighth grades from the former. In the six-year secondary schools the median enrolment in 1931-32 for grades 7-8 was 47.0; for grades 9-12, 84.3; and for grades 7-12, 131.7. The median for the reorganized group as a whole is reduced because of the inclusion of schools with less than six years of work, the latter having a median enrolment of 66.5 pupils.

The median town school had a larger enrolment than the median township school. However, the largest school in the two groups was a four-year township school with an enrolment of 503. The smallest school was located in a township and had an enrolment of 22 pupils taking work in grades 9-11.

The median number of teachers, including the administrative officer, employed in a school of the reorganized type was greater than the median number for a school in the regular group. Furthermore, the median township school in 1931-32 had fewer than six members on its staff, while the median town school had approximately nine staff members.

Types and Sources of Information

Types of information.--To realize the major purposes as set forth in chapter I it was necessary to obtain information on rate of turnover and length of tenure, causes of turnover, qualifications of teachers, and related factors.

Rate of turnover for the spring of 1931 was determined for each of the town and township schools. To obtain the rate it was necessary to have the teacher-lists for 1930-31 and 1931-32. The following cases will illustrate the type of information obtained.

In School Township A ten teachers were employed during the school year, 1930-31. In the spring of 1931 four teachers resigned or were dismissed. The four teachers were replaced during the summer by four other teachers. The rate of turnover for School Township A in this case is 40 per cent. In School Town B twelve teachers were employed during the school year, 1930-31. At the close of the year three teachers either had been dismissed or had resigned. The board of school trustees of School Town B decided to employ only two teachers to fill the vacancies. Therefore, in 1931-32 there were eleven teachers on the staff. The rate of turnover in this case is expressed by the fraction $\frac{2}{11}$ and is 18.2 per cent.

Length of tenure in a position means the number of years a teacher has been employed in a given secondary school. For purposes of this study it was necessary to secure information pertaining to length of tenure for a number of years; consequently,

data were obtained for 1926-27, 1930-31, 1931-32, and 1932-33.

Causes of turnover include reasons why teachers resigned or were dismissed from their positions. The causes were obtained for teachers who had served in their present positions for four or more years and who had been dropped from 1927 to 1932 in the township schools and from 1927 to 1931 in the town schools. In addition, the causes of turnover in the spring of 1931 for teachers who had fewer than four years of service in present position were obtained for both the township and the town schools.

Data were collected giving the experience and training of all teachers for 1926-27 and 1931-32 and also of the teachers who withdrew at the close of 1930-31. The salaries of the teachers employed during the three years were recorded. Teacher ratings as expressed in success grades were secured for those leaving in 1931 and for those on the staffs in 1931-32.

A list of the cases taken to court because of the dismissal of teachers was compiled. Statements concerning the success or failure of the tenure law and the attitude of the administrators with regard thereto were collected.

Sources of information.--The rate of turnover for 1931 was obtained from the Indiana School Directories for 1930-31 and 1931-32, which include the names of the teachers in all secondary schools. Additional information on rate of turnover was available in a recent study by Kleckner covering the years from 1924 to 1932 for the township and town and city school corporations of the state.¹

A principal of a secondary school must file an annual report with the State Department of Public Instruction soon after the opening of each school year. The reports for 1926-27 gave the number of years each teacher had been in his present position. With this information as a starting point it was possible with the aid of the school directories published annually by the State Department of Public Instruction to calculate the number of years a teacher had been in his present position for any year desired.

The town and county superintendents supplied the information regarding causes of teacher turnover as well as court cases and statements of attitude regarding the tenure law. In a few cases it was necessary to obtain the information from township trustees and principals or former principals and superintendents.

¹Terrence A. Kleckner, "The Operation of the Teacher Tenure Law in High Schools in Indiana," pp. 12, 20, 26-27. Unpublished Master's thesis, Department of Education, University of Chicago, 1933.

The qualifications of teachers were obtained from the principals' reports for 1926-27, 1930-31, and 1931-32 on file in the office of the State Superintendent of Public Instruction.

How Information Was Obtained

Teacher-lists in school directories.--The State Department of Public Instruction publishes annually a list of the teachers employed in each public school of the state. Prior to 1929-30 only the names of the secondary-school teachers appeared along with those of the superintendents, principals, and trustees, which accounts in part for the limitation of the study to the secondary-school level. The writer has in his possession the directories for each year since 1922-23.

Copying data from principals' reports.--During the summer of 1931 and the Christmas vacation period of 1931-32 and after the close of school in the spring of 1932, the investigator spent approximately five weeks in the office of the State Superintendent of Public Instruction copying data from the principals' reports for 1926-27, 1930-31, and 1931-32. Forms A, B, and C, shown in Figures 1, 2, and 3, were used for this purpose. The forms were designed in such a way as to facilitate copying the data from the principals' reports.

Interviewing superintendents.--During the school year, 1931-32, the writer obtained the causes of turnover for all teachers in 1931 and for the years of 1927, 1928, 1929, and 1930 in the case of those teachers who were dropped after four or more years of service in their positions. The causes were obtained, with few exceptions, by calling upon the county and town superintendents. Week-end trips were made to every county in the state, except Vanderburgh.¹ During the course of the year eighty-seven county superintendents and eighty-one town superintendents were interviewed. Two principals of town schools not employing a superintendent supplied information by interview.

Figure 4, a map of Indiana, shows the location of the towns and cities visited by the writer. In some of the county seats it was possible to see two superintendents, the county superintendent and the town superintendent. As the writer was, at the time of the investigation, superintendent of one of the town school systems (Griffith), the number of town superintendents visited is one fewer than the number of towns in 1931-32.

Before calling upon a superintendent a list of the

¹In Vanderburgh County all the high schools are located in the city of Evansville.

FORM A

_____ HIGH SCHOOL, 1926-27
 _____ Township _____ County _____ P.O.
 Enrolment: grade 7 _____; grade 8 _____; grades 9-12 _____

SUPERVISION

How many periods per week does the principal teach? _____

How often does the principal visit the class work of each teacher? _____

Plan of professional study for teachers during school year under direction of principal: _____

How often are teachers' meetings held? _____

Is any organized professional study carried on by the faculty? _____

If so, state briefly the nature of it: _____

QUALIFICATIONS OF HIGH-SCHOOL TEACHERS^a

Teacher	Yrs. Train- ing	Date Last Att.	School and Date of Graduation	Experience			Salary per Month	No. of Mos.
				Elem. Sch.	High Sch.	Pres. Pos.		
Supt.								
Prin.								
.....								
.....								
.....								
.....								
.....								
.....								
.....								
.....								
.....								

^aIn the left-hand margin the high-school from which each teacher graduated was placed.

Fig. 1.--Form A, giving the qualifications of teachers in 1926-27.

FORM B

_____ HIGH SCHOOL, 1930-31

_____ Township

_____ County

_____ P.O.

QUALIFICATIONS OF HIGH-SCHOOL TEACHERS WHO WITHDREW
AT CLOSE OF SCHOOL YEAR

Teacher	Gr. of License	Years Exp.	Success Grade	Weeks Train.	Teach-Train. Inst. Date of Grad; Deg.	Total Salary
.....						
.....						
.....						
.....						
.....						
.....						
.....						

Fig. 2.--Form B, giving the qualifications of teachers who withdrew at close of school year, 1930-31.

teachers for each of his secondary schools in 1930-31 was placed on Form D-1 (see Figure 5). The list was copied from the Indiana School Directory for 1930-31. The number of years in present position was also given for teachers who had been in the system four or more years in 1930-31.

On the reverse side of Form D-1 appeared Form D-2 (see Figure 6). Again before calling upon the superintendent, the names of teachers who had served in their present positions four or more years and who were dropped in 1927, 1928, 1929, or 1930 were listed with the number of years in the position.

As the writer had an opportunity to talk to the superintendent the latter's attitude on the tenure law was obtained and recorded on Form E-1 (see Figure 7). As there have been a few cases of dismissal of tenure teachers taken to the courts, a list of such cases was obtained from the superintendents and recorded on Form E-2 (see Figure 8).

Correspondence with present and former school officials.--
A few of the county superintendents were unable to give complete information on causes of teacher turnover. Occasionally a superintendent who took office in 1929 was not acquainted with a teacher

FORM C

_____ HIGH SCHOOL, 1931-32

_____ Township _____ County _____ P. O.

Enrolment: grades (9-12, 7-12) _____

SUPERVISION

Number of clock hours principal devotes daily to teaching: _____,
organization and administration: _____, supervision: _____

Total amount of professional training of principal (in semester
hours): _____ Date of last attendance: _____ Amount of pro-
fessional training in elementary education: _____, in secondary
education: _____

Check the plans which are used for the Improvement of Teachers in
Service:

_____ Teachers' meetings
_____ Classroom visitation
_____ Personal conferences
_____ Demonstration lessons

_____ Teacher rating cards
_____ Courses of study
_____ Directed profes-
sional study

QUALIFICATIONS OF HIGH-SCHOOL TEACHERS

Teacher	Gr. of License	Years Exp.	Success Grade	Weeks Train.	Teach.-Train.Inst. Date of Grad.;Deg.	Total Salary
Supt.						
Prin.						
.						
.						
.						
.						
.						
.						
.						
.						

Fig. 3.--Form C, giving the qualifications of teachers in
1931-32.

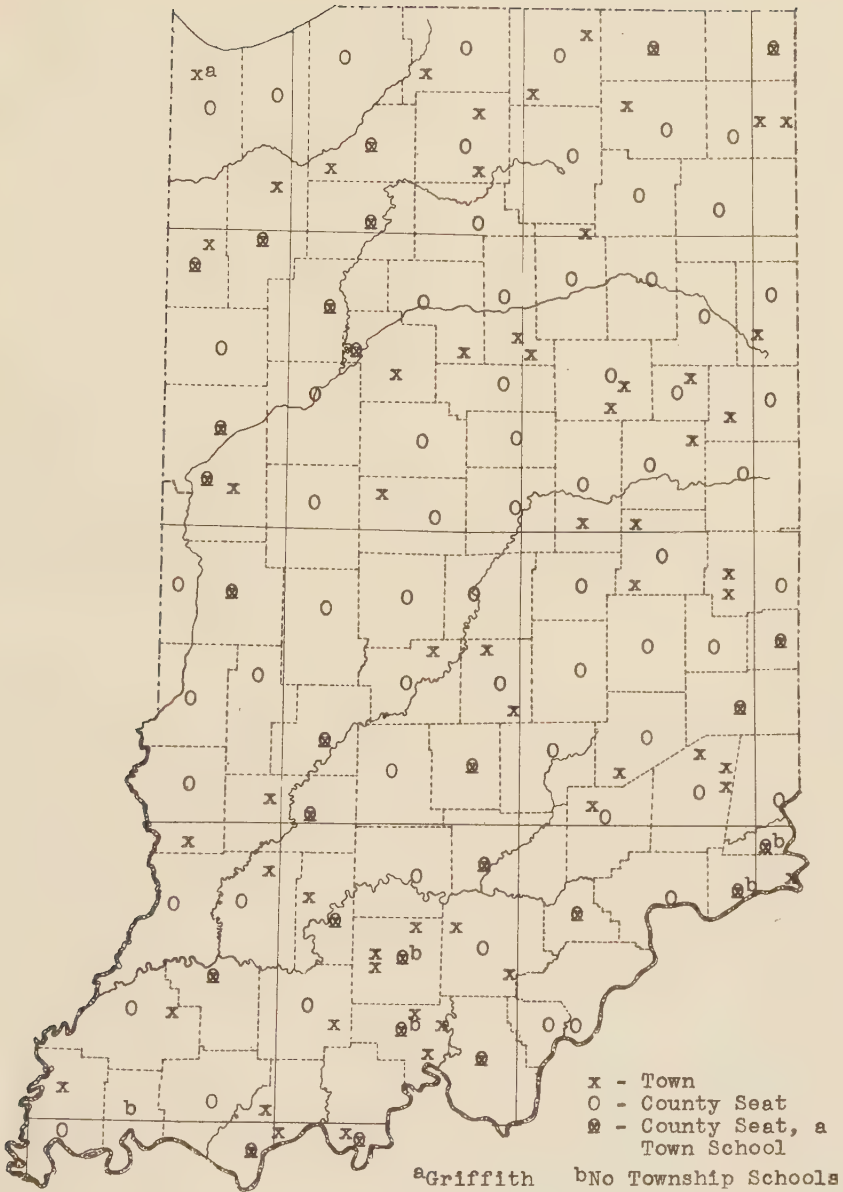


Fig. 4.--Map of Indiana showing the approximate location of towns and county seats (towns or cities) visited during the investigation.

FORM D-1

_____ High School _____ County

Causes of Turnover, 1931

Teacher	Yrs. in Pos.	Per. Ten.	Sep. 1931	Cause of Separation	Location 1931-32
.....					
.....					
.....					
.....					
.....					
.....					
.....					

Date _____ Information furnished by _____ Co. (Town) Supt. _____

Fig. 5.--Form D-1, giving causes of teacher turnover in 1931.

FORM D-2

_____ High School _____ County

Causes of Separation of Teachers, 1927-30, with
Four Years or More of Service in Local School

Teacher	Yrs. in Pos.	Per. Ten.	Yr. Sep.	Cause of Separation	Location Following Year
.....					
.....					
.....					
.....					
.....					
.....					
.....					

Date _____ Information furnished by _____ Co. (Town) Supt. _____

Fig. 6.--Form D-2, giving causes of turnover of teachers from 1927 to 1930 with four or more years of service in present position.

FORM E-1

_____ County (Town) _____ Co.(Town) Supt.
Attitude of Officials on Tenure Law
=====

Fig. 7.--Form E-1, recording attitude of officials on tenure law.

FORM E-2

_____ County (Town) _____ Co.(Town) Supt.
Court Cases on Dismissal of Teachers, 1927-31
=====

Teacher	Yrs. in Pos.	Per. Ten.	Yr. Sep.	Court	Decision	Appeal
.....						
.....						
.....						
.....						

Remarks:

Fig. 8.--Form E-2, recording court cases on dismissal of teachers, 1927-31.

who taught in one of the township schools for five years and was dropped in 1927, 1928, or 1929. In such cases an inquiry by letter was addressed, if possible, to the former county superintendent. If this step was unsuccessful, a letter was sent to the township trustee and lastly to the school principal.

Causes of turnover in 1932 were obtained by correspondence with the county superintendents during the summer of 1933. After the change in the tenure law it became desirable to extend the data on causes of turnover to include the last year it was in effect in the township schools.

Evaluation of Sources and Methods of Collecting Information

The principals' reports on file in the office of the State Superintendent of Public Instruction may be considered as primary sources. The investigator copied the material directly from the reports without clerical assistance. The information on number of years in present position appearing on the reports for 1926-27 was checked with the teacher-lists in the Directories for the Indiana School Officials for 1922-23, 1923-24, 1924-25, 1925-26, and 1926-27. This method provided a check for those teachers serving five years or less in a position. For teachers serving more than five years the information given by the principal had to be accepted without question, although a check was made for the years 1922 to 1927, inclusive. Such a procedure made it possible to identify teachers eligible for tenure at the time the law became effective. There was no way to check the data given by the principals on the qualifications of the teachers. However, since these data are checked by the school inspectors in the office of the State Superintendent of Public Instruction, and since they were not copied until the inspectors had an opportunity to make such a check, there is every reason to believe that they can be accepted as accurate.

County superintendents should know why teachers leave their positions. Although they may exercise small control in an administrative way over the township schools, yet they visit them during the year, come to know the teachers personally, hold conversations with the township trustees about school matters, and conduct meetings of the county board of education composed of township trustees. The county superintendents in 1931-32 had served at least since 1929, in many cases since 1925, and in several cases even longer. The town superintendent has a small staff of teachers and has first-hand knowledge on causes of turnover.

In beginning an interview with a superintendent the writer explained his mission and proceeded to go over the list of teachers

in a school. When a teacher was dropped in the spring of 1931 his name was checked and the superintendent was asked concerning the cause. A check list of causes was not used. The writer preferred to have the superintendent state in his own words the cause of resignation or dismissal. A record of the statement was made at the time on Form D-1 or D-2 (see Figures 5 and 6).¹

The amount of information obtained by correspondence was meager and therefore cannot influence the study materially. The causes of turnover in the township schools for 1932 for all teachers who had served in one position four or more years were obtained from the same county superintendents who had furnished data by interview. Their ready response to the questionnaire indicates their interest in the study and their willingness to co-operate. Only one superintendent failed to respond.

Treatment of Data

The treatment of the rate of turnover and length of tenure in a given school is presented in chapter III and will serve as a setting for the treatment of the causes of turnover, in chapters IV-VII. The revelation of a high rate of turnover and a short period of tenure must necessarily lead to an analysis of the causes of teacher turnover. In chapter VIII a treatment of the qualifications of teachers in relation to turnover is given in some detail. The study is brought to a close in chapter IX with a brief summary, a statement of conclusions and recommendations, and suggestions relative to further investigations.

The investigator acknowledges the fact that norms by which to determine the seriousness of the problem of teacher turnover do not exist. In chapter I various authorities were cited to show that a degree of stability in the teaching corps seems desirable.² However, no one has determined at what point teacher turnover becomes undesirable or dangerous. It is within the scope of the present study to determine the amount of turnover which occurs in the smaller secondary schools of Indiana and to discover to what extent such turnover is avoidable. The establishment of norms must necessarily be reserved for an investigation at some future date.

¹For examples of statements as recorded on Forms D-1 and D-2, see Appendix A, pp. 153-57.

²See pp. 2-4.

CHAPTER III

RATE OF TURNOVER AND LENGTH OF TENURE

The extent of the problem of teacher turnover in the smaller secondary schools of Indiana can be shown by a consideration of three questions. To what extent do the teachers and administrators in the secondary schools change positions from year to year? How long are teachers and administrators employed in a given secondary school or in one position? What relationship exists between the qualifications of a teacher and turnover? The first two questions are treated in the present chapter; the third question is reserved for treatment after an analysis has been made of the causes of turnover.

The first question on rate of turnover is answered for the town and township schools for the year 1931, representing a change from the school year 1930-31 to the school year 1931-32. The sampling herein presented is compared with Kleckner's results covering an eight-year period.¹ Williams' study of teacher turnover in Illinois is used also for comparative purposes.²

To answer the second question data on the length of tenure for the years 1926-27, 1930-31, 1931-32, and 1932-33 are presented. As the teacher-tenure law became effective in the spring of 1927, the data for 1926-27 can be compared with those for 1930-31 and the two following years. The year 1932-33 is the last year the law was operative in the township schools. As township trustees took office in January, 1931, the data for 1930-31 and 1931-32 will show the influence of trustee changes. The data for 1932-33 will show the number and per cent of teachers and administrators on permanent tenure in the township schools at the time the tenure law was repealed in the townships.

The Amount of Turnover in 1931

The amount of turnover in the township secondary schools is compared with that in the town secondary schools. In conformity with the division of schools presented in chapter II the

¹Op. cit.

²Lewis W. Williams, "Turnover Among Secondary Teachers in Illinois." Unpublished Doctor's dissertation, Graduate School, University of Illinois, 1931.

schools in the towns and townships are grouped according to their type of organization; namely, reorganized and regularly organized. A further division is made according to the size of the school as measured by the number on the teaching staff. To determine the effect of an administrative change the township schools are also divided into two groups--the one containing those in which new trustees took office in January, 1931; and the other, those in which there were no trustee changes. The method of computing the rate of turnover is described in chapter II, page 9.

Rate of turnover in the towns and townships.--The data on turnover for the town and township secondary schools are presented in Table III. Although the per cent of turnover among the reorganized township schools is slightly smaller than that among

TABLE III

PER CENT OF TURNOVER AMONG STAFF MEMBERS IN THE
TOWN AND TOWNSHIP SECONDARY SCHOOLS IN 1931

Item	Type of School Organization		
	Reorganized	Regularly Organized	All
<u>Towns</u>			
Number on staff	483	305	788
Number of replacements ..	79	50	129
Per cent of turnover	16.4	16.4	16.4
<u>Townships</u>			
Number on staff	2,542	1,204	3,746
Number of replacements ..	876	444	1,320
Per cent of turnover	34.5	36.9	35.2

those regularly organized, the difference is too small to be significant. The number of teachers and principals on the staffs of the reorganized group and the number of those being replaced in this group are approximately double the corresponding numbers in the regularly organized group. In all township secondary schools there were 3,746 staff members, of which number 1,320 are considered replacements, making a turnover of 35.2 per cent. In other words, one teacher in three in 1931 either resigned or was dismissed from his position.

In 1931 the amount of turnover, when considered on a percentage basis, was smaller in the town secondary schools than in the township secondary schools. As in the case of the township schools, the difference between the amount of turnover in the

reorganized and regularly organized schools is insignificant; in fact, each group has the same percentage of turnover when carried to only one decimal place. One hundred twenty-nine teachers and administrators were replaced among the 788 staff members in the town secondary schools, making a turnover of 16.4 per cent. In other words, one teacher in six changed his position voluntarily or lost his position by dismissal in 1931.

Rate of turnover among administrators and teachers.--In the foregoing discussion the teachers, principals, and superintendents have been treated as a single group. In the present section the administrators have been separated from the other staff members for the purpose of measuring the amount of turnover for each professional group. The turnover for administrators in 1931 is shown in Table IV.

TABLE IV
PER CENT OF TURNOVER AMONG ADMINISTRATORS IN 1931

Item	Town Administrators		Township Principals
	Superintendents	Principals	
Number employed	84	73	618
Withdrawals	7	14	222
Not replaced	1	1	5
Replacements	6	13	217
Base for determining turnover	83	72	613
Per cent of turnover	7.2	18.1	35.4

There were 618 principals employed in the 618 township schools in 1931. However, in one township there were two principals for one school, a township principal and a high-school principal; and in another township one principal served two schools. Three town corporations with high schools employed principals only. In fourteen towns the superintendent acted also as high-school principal.

As shown in the table, the percentage of turnover is much larger among the township principals than among the town principals and superintendents. The turnover among high-school principals in the towns is larger than that among the superintendents. The net results are 35.4 per cent for township principals, 18.1 per cent for town high-school principals, and 7.2 per cent for town superintendents.

In Table V the percentage of turnover among teachers only

TABLE V

PER CENT OF TURNOVER AMONG TEACHERS IN 1931

Item	Towns	Townships	Total
Number of staff members (See Table III)	788	3,746	4,534
Number of administrators (See Table IV)	155	613	768
Number of teachers	633	3,133	3,766
Number of staff members replaced (See Table III)	129	1,320	1,449
Number of administrators replaced (See Table IV)	19	217	236
Number of teachers replaced	110	1,103	1,213
Per cent of turnover of teachers ..	17.4	35.0	32.2

is shown together with data essential to its computation. By separating the teachers from the group as a whole a somewhat smaller per cent of turnover is obtained for the township teachers and a higher per cent for the town teachers. The rate for township teachers is 35 per cent and for town teachers, 17.4 per cent. For all teachers the rate of turnover is 32.2 per cent.

Rate of turnover in schools of various sizes.--What relationship exists between the number of teachers and administrators employed by a school and the number of replacements? The question is answered in Table VI for all schools. The percentage of turnover becomes smaller as the size of the school increases. The schools employing from one to four teachers had a turnover of 46.1 per cent; from five to eight teachers, 33.4 per cent; from nine to twelve teachers, 26.7 per cent; and thirteen or over, 16.4 per cent.

Rate of turnover in townships with and without trustee changes.--In 1931 there were in Indiana 580 trustees in townships with secondary schools. Of this number 460, or 79.3 per cent, took office in January, 1931. The township schools were grouped according to whether or not they experienced a change in administrative control during 1930-31. A comparison of the two groups of schools in respect to teacher turnover is presented in Table VII.

The schools with a change in trustee employed 2,957

TABLE VI

PER CENT OF TURNOVER IN SCHOOLS OF VARIOUS SIZES
AS DETERMINED BY NUMBER OF STAFF MEMBERS

Number of Staff Members	Total Number on Staffs	Total Number of Replacements	Per Cent of Turnover
1	3	1	33.3
2	30	19	63.3
3	153	66	43.1
4	432	199	46.1
5	645	222	34.4
6	624	196	31.3
7	651	237	36.4
8	560	174	31.1
9	459	133	29.0
10	240	72	30.0
11	154	37	24.0
12	108	15	13.9
13	130	18	13.8
14	98	21	21.4
15	90	13	14.4
Over 15	157	26	16.6
Total	4,534	1,449	32.0
Towns	788	129	16.4
Townships	3,746	1,320	35.2

TABLE VII

PER CENT OF TURNOVER AMONG STAFF MEMBERS IN
THE TOWNSHIP SECONDARY SCHOOLS IN 1931
DIVIDED ON THE BASIS OF TRUSTEE CHANGE

Item	New Trustee	Same Trustee
Number on staff	2,957	789
Number of replacements ..	1,119	201
Per cent of turnover	37.8	25.5

teachers and principals and had a replacement of 1,119, representing a turnover of 37.8 per cent. Schools without a trustee change employed 789 teachers and principals and had a replacement of 201, representing a turnover of 25.5 per cent. In every county with township secondary schools there was at least one school that experienced a trustee change during the year 1930-31. In twenty counties all township secondary schools had to accept "for better or worse" a change of trustees.

The Amount of Turnover Prior to 1931

The amount of turnover in 1931 was found to be 35.2 per cent in the township secondary schools and 16.4 per cent in the town schools of secondary grade as shown in Table III. How do these percentages compare with those for preceding years in the same types of schools?

Kleckner made a study of the amount of teacher turnover in the commissioned secondary schools of Indiana covering a period from 1924 to 1932.¹ In Table VIII a summary of his results is shown. It will be noted that he includes in his study city schools

TABLE VIII

KLECKNER'S RESULTS SHOWING RATE OF TURNOVER IN THE
COMMISSIONED HIGH SCHOOLS OF INDIANA FROM
1924 TO 1932

School Year	Per Cent of Turnover		
	City and Town Schools ^a	Township Schools ^b	All Commissioned High Schools ^c
1924-25	24.2	43.3	32.3
1925-26	23.8	41.5	31.1
1926-27	20.7	42.6	30.2
1927-28	20.3	44.2	31.4
1928-29	21.2	38.9	29.4
1929-30	17.2	35.2	25.6
1930-31	12.4	31.5	21.3
1931-32	9.5	38.0	22.8
All Years	18.5	39.1	27.8

^aPage 20.

^bPages 26-27.

^cPage 12.

¹Op. cit.

as well as town and township schools. Grouping the schools of the urban districts a turnover of 9.5 per cent is reported for 1931-32, which really represents the amount of turnover between the years 1930-31 and 1931-32, or 1931 as used in the present study.

Kleckner found a somewhat larger percentage of turnover for the township high schools in 1931 than was found by the writer. The difference may be due to the fact that he limited his study to the so-called "Commissioned" township high schools, while the writer included not only all schools offering work above the eighth grade but also those offering work on the seventh- and eighth-grade level provided these grades were considered a part of the secondary-school organization.

In viewing the amount of turnover for the eight-year period it seems that some progress has been made toward improvement, especially in the city and town school systems. The township schools show a higher turnover in 1931-32 than for the two preceding years, which may be partially due to trustee changes. A small increase is noted in 1927-28, another year in which the results of administrative changes may be evident.

A Comparison of the Amount of Turnover in Indiana with That in Illinois

In a study of turnover among secondary teachers in Illinois, Williams reports the percentages of turnover covering a ten-year period in the secondary schools outside the city of Chicago.¹ Comparable data taken from the studies by Kleckner and Williams are presented in Table IX. Taking the secondary schools as a whole the problem in Indiana seems to be more serious than in Illinois. For each year from 1924 to 1930 the percentage of turnover is greater in Indiana than in Illinois. For the entire period the amount of turnover in Indiana exceeded that in Illinois by 5.7 per cent.

For the purposes of the present study a comparison of turnover in schools of the same size is more significant. In Table X such a comparison is presented for schools employing from three to fifteen teachers. On this basis the situation was better in Illinois in 1930 than for the preceding years. In comparison with Indiana for 1931 the per cent of turnover in Illinois for the period from 1921 to 1930 is higher for each size group. However, when the turnover in Illinois for 1930 is compared with that in

¹"Turnover Among Secondary Teachers in Illinois." Unpublished Doctor's dissertation, Graduate School, University of Illinois, 1931.

TABLE IX

DIFFERENCES BETWEEN THE PER CENT OF TURNOVER IN
INDIANA AND IN ILLINOIS FROM 1924 TO 1930

Year	Per Cent of Turnover		
	Kleckner's Study in Indiana ^a	Williams' Study in Illinois ^b	Difference
1924	32.3	27.5	4.8
1925	31.1	26.0	5.1
1926	30.2	24.1	6.1
1927	31.4	21.4	10.0
1928	29.4	22.0	7.4
1929	25.6	21.5	4.1
1930	21.3	18.6	2.7
All Years	28.6	22.9	5.7

^aPage 12.

^bPage 30.

Indiana for 1931 a smaller percentage is found in Illinois for each size group from 3 to 10 with one exception: in Group 5 the percentage is the same for each state. A smaller percentage is found in Indiana for schools employing from eleven to fifteen teachers.

Number of Years Staff Members Have Served in Present Positions

The information on teacher turnover has presented a word-picture of the extent of teacher-migrations from year to year in the smaller secondary schools of Indiana. If a teacher with fifteen years of teaching experience in one position or a teacher with one year of experience withdraws, the result is the same so far as the percentage of teacher turnover is concerned. The picture is very different, however, when average teacher tenure is considered.

Average tenure for all staff members.--In Table XI the mean and median tenure for the secondary teachers and administrators in the town and township schools for 1926-27, 1930-31, 1931-32, and 1932-33 are given. The average tenure in the township schools is smaller for each year than in the town schools. The town schools have a larger average tenure in 1926-27 and show

TABLE X

COMPARISON OF PER CENTS OF TURNOVER FOR INDIANA
AND ILLINOIS SCHOOLS GROUPED ACCORDING
TO NUMBER ON TEACHING STAFFS

Number on Staff	Illinois ^a		Indiana ^b
	Average 1921-30	1930	
3	46.7	30.0	43.1
4	40.7	36.4	46.1
5	40.0	34.4	34.4
6	36.0	30.7	31.3
7	36.7	32.1	36.4
8	35.0	29.4	31.1
9	32.5	26.8	29.0
10	33.6	25.7	30.0
11	33.2	29.1	24.0
12	28.5	20.3	13.9
13	28.6	24.7	13.8
14	25.8	24.4	21.4
15	26.7	20.5	14.4

^aWilliams, "Turnover Among Secondary Teachers in Illinois,"
Phi Delta Kappan, XIV (August, 1931), 38.

^bSee Table VI, page 24.

a greater gain in average tenure for the period of the study. In fact, the town schools show a steady gain for each year considered over the preceding year. The difference between the mean and median is due to the grouping of a large percentage of the teachers in the first and second year of tenure. A school with six teachers who have been in their positions from one to five years may have as large a median tenure as another school with six teachers who have served from one to ten years. However, in comparing the two schools on the basis of mean tenure the second school will probably have a higher average than the first.

A further analysis of the tenure situation in the towns and townships is presented in Table XII. In this table the per cent of secondary teachers serving for various periods of time in the two groups of schools is shown. In the township schools 43.4 per cent of the teachers were serving for the first year in present position in 1926-27 as compared with 23.8 per cent in 1932-33. In

TABLE XI

AVERAGE TENURE OF TEACHERS AND ADMINISTRATORS IN PRESENT
POSITIONS IN TOWN AND TOWNSHIP SECONDARY SCHOOLS
IN 1926-27, 1930-31, 1931-32, AND 1932-33

Year Average	Number of Years		
	Towns	Townships	Difference
<u>1926-27</u>			
Mean	3.15	2.62	.53
Median	2.55	2.30	.25
<u>1930-31</u>			
Mean	3.94	3.00	.94
Median	3.13	2.69	.44
<u>1931-32</u>			
Mean	4.40	3.04	1.36
Median	3.70	2.62	1.08
<u>1932-33</u>			
Mean	4.86	3.44	1.42
Median	4.31	2.91	1.40
<u>Gain</u>			
Mean	1.71	.82	.89
Median	1.76	.61	1.15

the town schools the percentages both in the first-year and in the second- and third-year classifications were smaller in 1932-33 than in 1926-27. The smaller percentages in the lower classifications are offset by corresponding increases in the percentages in the higher classifications. The increase is especially noticeable among those with more than five years of tenure in the town schools.

Tenure of administrators.--Although the tenure of superintendents and principals is included in the foregoing data, it is deemed advisable to segregate the administrators from the teachers for a moment to see how the tenure of the one compares with that of the other. The principals are divided into two groups; namely, principals of township secondary schools and principals of secondary schools in the town corporations. The superintendents serve as chief administrative officers in the town school systems.

In 1932-33 there were 627 township secondary schools. In two cases township principals served as principals of two schools, which explains the fact that there were 625 principals. In 1932-33

TABLE XII

PER CENT OF TEACHERS AND ADMINISTRATORS SERVING VARIOUS PERIODS OF TIME IN PRESENT POSITIONS IN TOWN AND TOWNSHIP SECONDARY SCHOOLS IN 1926-27, 1930-31, 1931-32, AND 1932-33

Year Group	Per cent of Teachers and Administrators Serving Number of Years Given			
	1	2-3	4-5	Over 5
<u>1926-27</u>				
Towns	37.6	34.0	12.9	15.5
Townships ...	43.4	34.7	12.7	9.2
<u>1930-31</u>				
Towns	25.8	35.4	16.6	22.2
Townships ...	33.4	38.3	17.3	11.0
<u>1931-32</u>				
Towns	18.2	36.7	17.6	27.5
Townships ...	37.7	34.9	14.9	12.5
<u>1932-33</u>				
Towns	16.4	29.2	23.9	30.6
Townships ...	23.8	43.1	17.5	15.6
<u>Difference</u>				
Towns	-21.2	-4.8	11.0	15.1
Townships ...	-19.6	8.4	4.7	6.4

there were 81 towns; 59 of these employed both a superintendent and a high-school principal, 17 employed only a superintendent, and 5 employed only a principal--the county superintendent acting as the superintendent in these schools. Thus there were 64 high-school principals and 76 superintendents in the town secondary schools in 1932-33. The number of administrators whose tenure in present position for 1932-33 is known was 618 township principals, 63 town principals, and 75 superintendents.

The number and per cent of administrators serving various terms in present positions are given in Table XIII. Of the total number, 12.3 per cent in 1932-33 were serving in present positions for their first year; 34.9 per cent, for either the second or the third year; 19.0 per cent, for either the fourth or the fifth year; and approximately one-third, 33.7 per cent, for over five years. When these data are compared with those for the entire

TABLE XIII

NUMBER AND PER CENT OF ADMINISTRATORS SERVING VARIOUS
TERMS IN PRESENT POSITIONS IN 1932-33

Length of Term in Years	Town Administrators		Township Principals	All Admin- istrators
	Superin- tendents	Prin- cipals		
<u>One</u>				
Number	5	4	84	93
Per Cent	6.7	6.3	13.6	12.3
<u>Two-Three</u>				
Number	6	12	246	264
Per Cent	8.0	19.0	39.8	34.9
<u>Four-Five</u>				
Number	14	14	116	144
Per Cent	18.7	22.2	18.8	19.0
<u>Over Five</u>				
Number	50	33	172	255
Per Cent	66.7	52.4	27.8	33.7
<u>Total</u>				
Number	75	63	618	756
Per Cent	100.1	99.9	100.0	99.9

teaching corps, it will be seen that the administrators have been serving in present positions for a longer period of time. The superintendents of the town systems have the longest tenure, the high-school principals in the towns rank second, and the township principals rank third.

Number and per cent of staff members on permanent tenure.—

The data in Table XIV show the number and per cent of teachers and administrators on permanent tenure or serving six or more years in one position in 1932-33. Thirty and six-tenths per cent of the staff members in the town secondary schools and 15.6 per cent of those in the township secondary schools were on permanent tenure. Dividing the members into administrators and teachers, a larger percentage of the former were on tenure than of the latter. In the towns two-thirds of the superintendents and approximately one-half of the principals had served in the same school system for six or more years. Approximately one-fourth of the township principals had served long enough to be on permanent tenure. Twenty-three and seven-tenths per cent of the township teachers

TABLE XIV

NUMBER AND PER CENT OF TEACHERS AND ADMINISTRATORS
ON PERMANENT TENURE IN THE TOWN AND TOWNSHIP
SECONDARY SCHOOLS IN 1932-33

Teacher-Groups	Number	Percentage
Administrators:		
Town Superintendents	50	66.7
Town Principals	33	52.4
Township Principals	172	27.8
Teachers:		
Towns	149	23.7
Townships	417	13.2
All Staff Members:		
Towns	232	30.6
Townships	589	15.6

and 13.2 per cent of the town teachers were on a permanent status. With a higher rate of turnover the township schools have been unable to place as large a percentage of their teachers on permanent tenure as the town schools.

Tenure of Teachers Withdrawing
and of Those Remaining

How does the tenure of teachers withdrawing from their positions compare with that of teachers remaining in their positions? An answer to this question was obtained by comparing the tenure of the teachers withdrawing at the close of the school years 1930-31 and 1931-32 with the tenure of teachers remaining in the system. The information in Table XV is arranged in a manner to allow a comparison of the two groups in the town and township secondary schools.

Thirty-six and six-tenths per cent of the township teachers and principals withdrew, either voluntarily or involuntarily, from their positions in 1931 as compared with 24.1 per cent in 1932.¹ It must be remembered that the new trustees took office in January, 1931, and had an opportunity to "clean house" at the close of the year. A corresponding difference in the two years does not appear in the town schools. In the township schools

¹These percentages do not represent rates of turnover; the replacements are not considered.

TABLE XV

COMPARISON OF LENGTH OF TENURE OF TEACHERS AND ADMINISTRATORS
WITHDRAWING FROM AND REMAINING IN POSITIONS IN TOWN AND
TOWNSHIP SECONDARY SCHOOLS IN 1931 AND 1932

	Towns		Townships	
	Remaining	Withdrawing	Remaining	Withdrawing
<u>1930-31</u>				
Total number	657	149	2,370	1,366
Per cent of total	81.5	18.5	63.4	36.6
Over 5 years	164	15	352	60
Per cent over 5 years	91.6	8.4	85.4	14.6
Mean tenure	4.14	3.04	3.26	2.53
Median tenure ...	3.35	2.64	2.74	2.59
<u>1931-32</u>				
Total number	651	145	2,863	907
Per cent of total	81.8	18.2	75.9	24.1
Over 5 years	202	16	440	30
Per cent over 5 years	92.7	7.3	93.6	6.4
Mean tenure	4.65	3.32	3.19	2.56
Median tenure ...	3.90	2.87	2.64	2.56

41 per cent of the teachers with five years of service in a position withdrew in 1931. Although the 84 teachers thus affected represent a small percentage of the total number withdrawing, yet it appears large when compared with the small number with such tenure. The causes of these withdrawals will be revealed in later chapters.

In the town schools only 8.4 per cent of those on permanent tenure either resigned or were dismissed from their positions in 1931, and a somewhat smaller percentage in 1932. The total number of teachers and administrators withdrawing each year was between 18 and 19 per cent of the total staff membership.

An examination of the mean and median tenure for each year and for each type of school district will show that the teachers withdrawing have served in present positions for a fewer

number of years on the average than those remaining. In other words, teachers at the lower end of the tenure scale are more likely to leave their positions than are those at the upper end of the tenure scale. In 1931 almost 40 per cent of the teachers and principals in the township schools serving from one to five years withdrew from their positions as compared with 14.6 per cent of those serving over five years.

Summary

At the close of the school year 1930-31, the rate of turnover among the township staff members was 35.2 per cent and among the town staff members, 16.4 per cent. The rate of turnover for the township principals was 35.4 per cent, being .4 per cent higher than that for the township teachers. Likewise, the rate of turnover for the town principals was higher than that for the town teachers, being 18.1 per cent for the first group and 17.4 per cent for the second. The rate of turnover for the town superintendents was only 7.2 per cent.

The rate of turnover for the reorganized schools in the townships was 34.5 per cent in 1931 and for those regularly organized, 36.9 per cent. In the town schools the rate was the same for each type of school, 16.4 per cent. In other words, the type of organization to be found in a small school does not influence the amount of teacher turnover to an extent worth noting. The reorganized schools were somewhat larger on the average than the regularly organized, which may account in part for the smaller percentage in the former.

In January, 1931, the turnover among township trustees controlling secondary schools was almost 80 per cent (79.3). In secondary schools experiencing a trustee change there was a teacher turnover of 37.8 per cent at the close of the school year 1930-31, as compared with a turnover of 25.5 per cent in schools without a trustee change.

Very significant differences can be noted in the rate of turnover for schools of various sizes. Schools employing from one to four teachers had a turnover in 1931 of 46.1 per cent; from five to eight teachers, 33.4 per cent; from nine to twelve teachers, 26.7 per cent; and thirteen teachers or over, 16.4 per cent.

In 1926-27 the mean tenure of the township secondary teachers and principals was 2.62 years; of the town teachers and administrators, 3.15 years. By 1932-33 the mean tenure for the township group had increased to 3.44 years and for the town group, to 4.86 years. The gain in mean tenure for the staff members in the township secondary schools was almost one year (.82), and in the town secondary schools, almost one and three-fourths years

(1.71). In 1930-31 the mean tenure of the township teachers and principals was 3.00 years and of the town teachers and administrators, 3.94 years. The following year with a new group of township trustees the mean tenure in the townships increased only to 3.04 years in contrast with an increase in the towns to 4.40 years.

In 1926-27, 43.4 per cent of the township teachers and principals were serving their first year in present position. By 1932-33 the percentage of first-year teachers and principals in the township secondary schools had been decreased to 23.8. A similar change was noted in the town schools; the number of teachers and administrators serving their first year in a position in 1926-27 was 37.6 per cent of the total as compared with 16.4 per cent in 1932-33. At the other end of the tenure scale it was found that 9.2 per cent of the staff members in the township secondary schools in 1926-27 had been in their positions over five years as contrasted with 15.6 per cent in 1932-33. In the towns the percentage serving over five years in 1926-27 was 15.5, which had increased to 30.6 by 1932-33. In spite of objections to the teacher-tenure law some of the teachers and administrators have been retained for more than five years in their present positions.

Teachers and administrators withdrawing have a smaller average tenure in present position than those being retained. After a member of the teaching staff has served in his present position for more than five years he has a greater opportunity to retain his position or is less inclined to seek another position.

The amount of turnover and the length of teacher tenure in the smaller secondary schools of Indiana indicate that frequent changes occur in the teaching and administrative staffs. The data lead to the conclusion that the problem of teacher turnover requires further analysis and study. The question of why teachers and administrators resign or are dismissed comes to the fore and must be answered. In the chapters to follow this phase of the study will be treated at some length.

CHAPTER IV

MAJOR CAUSES OF TEACHER TURNOVER

What are the causes of a high rate of turnover and a short term of tenure among the secondary teachers and administrators in the smaller schools of Indiana? An answer to the question will be introduced in the present chapter by giving the major causes of turnover and will be treated in detail in the three chapters to follow through an analysis of the various factors causing turnover. As stated in chapter II, the information on causes of turnover was obtained in the main through interviews with the town and county superintendents.

Classification of Causes¹

As a result of the investigation almost 3,000 statements--2,971 to be exact--concerning causes of turnover were obtained for the town and township secondary schools covering the period from 1927 to 1932, inclusive. The 2,971 original statements as given by the school officials were grouped under 168 causes. One hundred nine of these causes cover cases of dismissal; 55, cases of voluntary withdrawal; and 4, cases for which complete information was not obtained. The causes falling under cases of dismissal and voluntary withdrawal were further classified under six major headings:

- A. Professional Factors
- B. Political Factors
- C. Personal Factors
- D. Economic Factors
- E. Community Factors
- F. Miscellaneous Factors

An analysis of the major factors causing turnover among the teaching staffs in the smaller secondary schools of Indiana will be presented in chapters to follow. It will be sufficient at this point to indicate briefly a few of the causes falling under the various major headings in the classification.

"Professional Factors" include cases of dismissal because of failure to control pupils, to meet license requirements, and

¹For a supplementary statement regarding the classification of causes, see Appendix A, pp. 153-57.

to overcome lack of training. Resignations on the part of teachers to go to a better position or to obtain further training are included under this classification. Dismissals to evade the tenure law, to give employment to local teachers, and because of a change in administration are included under "Political Factors." A large number of teachers either resigned or were dismissed because of marriage, a personal factor. Ill-health, old age, family difficulties, immorality, and many other causes are classified as "Personal Factors." The reduction of a teaching staff, resignation to accept a position in a home town, and salary difficulties are grouped under "Economic Factors." Lack of social adjustment in a community, community dissatisfaction, public gossip, and similar causes are considered to be "Community Factors." All causes which could not be classified are grouped under "Miscellaneous Factors."

The four causes classified as "Unknown" cover (1) cases concerning which no information was available; (2) cases in which the teacher married, but the reporting officer failed to state whether it was a case of dismissal or voluntary withdrawal; (3) cases of dismissal with cause unknown; and (4) cases of voluntary withdrawal, the purpose being unknown.

Comparison of Causes in Towns and Townships and Among Different Teacher-Groups

A comparative statement concerning the causes of teacher turnover in the towns and townships will not only include a comparison of the total number of teachers and administrators involved in the turnover, but will also include a comparison of the causes of turnover of administrators and teachers considered as two distinct professional groups. The major classification as presented in the preceding section is followed in showing the data in tabular form.

Total number of major causes.--In Table XVI the total number of causes given for the dismissal or resignation of staff members in the towns and townships is shown. A total of 1,769 causes for dismissals involving 1,582 staff members and a total of 1,128 causes for voluntary withdrawals involving 1,111 staff members were given.¹ Seventy-four teachers were either dismissed or resigned voluntarily. With 204 duplications deducted from the total of 2,971 known and unknown causes of turnover, a difference of 2,767 is obtained which represents the total number of teachers and administrators for whom a request was made for causes of

¹Two or more causes of dismissal or resignation were given for some of the teachers and administrators. The numbers of such cases were counted and are referred to as "Duplications."

TABLE XVI

NUMBER AND PER CENT OF MAJOR CAUSES OF TURNOVER
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Major Causes	Towns		Townships		All
	Frequency of Mention	Per Cent of All Causes	Frequency of Mention	Per Cent of All Causes	
I. Cases of Dismissal					
A. Professional..	53	14.8	352	13.5	405
B. Political	58	16.2	874	33.4	932
C. Personal	37	10.3	170	6.5	207
D. Economic	14	3.9	91	3.5	105
E. Community	5	1.4	65	2.5	70
F. Miscellaneous..	10	2.8	40	1.5	50
Total	177	49.4	1,592	60.9	1,769
II. Cases of Voluntary Withdrawal					
A. Professional..	79	22.1	494	18.9	573
B. Political	0	----	10	.4	10
C. Personal	60	16.8	241	9.2	301
D. Economic	27	7.5	196	7.5	223
E. Community	2	.6	2	.1	4
F. Miscellaneous..	6	1.7	11	.4	17
Total	174	48.6	954	36.5	1,128
III. Unknown	7	2.0	67	2.6	74
All Causes	358	100.0	2,613	100.0	2,971
Duplications, I...	23		164		187
II...	2		15		17
Number of Staff Members	333		2,434		2,767

leaving a school system.

Almost 61 per cent of the causes given for leaving the township schools were cases of dismissal. Thirty-three and four-tenths per cent of the causes were for political reasons and 13.5 per cent for professional reasons. In the towns the causes of turnover were almost equally divided between cases of dismissal

and voluntary resignation. In the towns only 16.2 per cent represented causes of a political nature.

Although political factors cause turnover in both the town and township school corporations, the factors are much more prevalent under the township-trustee system than under the administration of a board of trustees. No significant differences exist in respect to the other factors involved in causing turnover.

Causes of turnover among administrators and teachers compared.--As shown in Table XVII there are 574 administrators included in the study of turnover. Since there were two causes given for each of 30 administrators the total number of causes is 604 divided as follows: 533 for township principals, 38 for high-school principals in town schools, and 33 for town superintendents. Approximately two-fifths of the administrators represented herein were dismissed from their positions. In the township schools over 40 per cent of the principals were dismissed for political reasons. About 22 per cent of the township principals resigned to accept a better position or for other professional reasons. The high-school principals in the towns have been allowed to resign voluntarily to a greater extent than the town superintendents.

Of the 2,193 teachers included in the study, 1,931 had been employed in township systems and 262 in town systems. (See Table XVIII.) Politics is more prominent as a cause of turnover among teachers in the township schools than it is among teachers in the town schools. When compared on a percentage basis, professional and personal factors as causes of dismissal are given more attention in the town schools than in the township schools. In the township schools 60.5 per cent of the teachers were asked to leave their positions, chiefly for political reasons. In the town schools the number of teachers dismissed and resigning are almost equally divided.

Administrators are removed from their positions for political reasons to a greater extent than teachers. Professional factors are the cause for the dismissal of 15 per cent of the teachers as against 8 per cent of the administrators. The number in each group being dismissed for various reasons is approximately 60 per cent or three-fifths of the total number.

Causes of turnover among men and women teachers compared.--In Table XIX it is shown that the chief differences in causes of turnover of men and women teachers are in cases of voluntary resignation to be found under the professional and personal factors. A larger percentage of men teachers resigned their positions for professional reasons, such as to accept a better position, a number of them becoming principals. Personal factors--marriage in particular--cause women teachers to resign their positions. A

TABLE XVII

NUMBER AND PER CENT OF MAJOR CAUSES OF TURNOVER
OF ADMINISTRATORS IN TOWNS AND TOWNSHIPS

Major Causes	Town Administrators		Township Principals	All
	Superintendents	Principals		
I. Cases of Dismissal				
A. Professional ..	3	1	45	49
B. Political	9	8	219	236
C. Personal	0	2	32	34
D. Economic	0	1	6	7
E. Community	0	1	25	26
F. Miscellaneous .	5	1	7	13
Total	17	14	334	365
Per Cent	51.5	36.8	62.7	60.4
II. Cases of Voluntary Withdrawal				
A. Professional ..	5	12	115	132
B. Political	0	0	4	4
C. Personal	3	3	27	33
D. Economic	5	5	37	47
E. Community	0	0	1	1
F. Miscellaneous .	0	2	3	5
Total	13	22	187	222
Per Cent	39.4	57.9	35.1	36.8
III. Unknown	3	2	12	17
Per Cent	9.1	5.3	2.3	2.8
All Causes	33	38	533	604
Duplications, I	0	0	26	26
II	0	0	4	4
Number of Administrators	33	38	503	574

TABLE XVIII

NUMBER AND PER CENT OF MAJOR CAUSES OF TURNOVER
OF TEACHERS IN TOWNS AND TOWNSHIPS

Major Causes	Towns		Townships		All
	Frequency of Mention	Per Cent of All Causes	Frequency of Mention	Per Cent of All Causes	
I. Cases of Dismissal					
A. Professional...	49	17.1	307	14.8	356
B. Political	41	14.3	655	31.5	696
C. Personal	35	12.2	138	6.6	173
D. Economic	13	4.5	85	4.1	98
E. Community	4	1.4	40	1.9	44
F. Miscellaneous..	4	1.4	33	1.6	37
Total	146	50.9	1,258	60.5	1,404
II. Cases of Voluntary Withdrawal..					
A. Professional...	62	21.6	379	18.2	441
B. Political	0	---	6	.3	6
C. Personal	54	18.8	214	10.3	268
D. Economic	17	5.9	159	7.6	176
E. Community	2	.7	1	.05	3
F. Miscellaneous..	4	1.4	8	.4	12
Total	139	48.4	767	36.9	906
III. Unknown	2	.7	55	2.6	57
All Causes	287	100.0	2,080	100.0	2,367
Duplications, I	23		138		161
II	2		11		13
Number of Teachers ..	262		1,931		2,193

very small percentage of the causes of resignation among men can be classified as personal factors.

TABLE XIX

NUMBER AND PER CENT OF MAJOR CAUSES OF TURNOVER
OF MEN AND WOMEN TEACHERS

Major Causes	Men		Women		All
	Frequency of Mention	Per Cent of All Causes	Frequency of Mention	Per Cent of All Causes	
I. Cases of Dismissal					
A. Professional ...	126	13.7	230	15.9	356
B. Political	282	30.6	414	28.7	696
C. Personal	52	5.6	121	8.4	173
D. Economic	47	5.1	51	3.5	98
E. Community	27	2.9	17	1.2	44
F. Miscellaneous ..	20	2.2	17	1.2	37
Total	554	60.0	850	58.9	1,404
II. Cases of Voluntary Withdrawal					
A. Professional ..	228	24.7	213	14.8	441
B. Political	3	.3	3	.2	6
C. Personal	26	2.8	242	16.8	268
D. Economic	85	9.2	91	6.3	176
E. Community	3	.3	0	---	3
F. Miscellaneous..	5	.5	7	.5	12
Total	350	37.9	556	38.5	906
III. Unknown	19	2.1	38	2.7	57
All Causes	923	100.0	1,444	100.0	2,367
Duplications, I	59		102		161
II	3		10		13
Number of Teachers ...	861		1,332		2,193

Causes of Turnover in Relation to Length
of Service in a Position

What significant differences exist between the causes of turnover for teachers with a few years of service and those for teachers who have served four or more years in a position? An

analysis of the situation as it exists among the smaller secondary schools of Indiana will be presented herewith.

Professional causes are chiefly responsible for the dismissal of teachers serving their first year in a position. In Table XX the number and per cent of causes of turnover are shown

TABLE XX

NUMBER AND PER CENT OF MAJOR CAUSES OF TURNOVER
OF TEACHERS AND ADMINISTRATORS WITH ONE OR TWO
AND THREE YEARS OF SERVICE IN A SCHOOL SYSTEM

Major Causes	Years of Service					
	One		Two or Three		Un- known but Less Than Four	Less than Four
	Frequency of Mention	Per Cent of All Causes	Frequency of Mention	Per Cent of All Causes		
I. Cases of Dis- missal						
A. Professional.	151	25.2	121	18.3		272
B. Political..	119	19.9	174	26.2	2	295
C. Personal...	67	11.2	64	9.7		131
D. Economic ..	44	7.3	26	3.9		70
E. Community..	25	4.2	16	2.4	1	42
F. Miscella- neous	9	1.5	10	1.5		19
Total	415	69.3	411	62.0	3	329
II. Cases of Vol- untary With- drawal						
A. Professional.	75	12.5	110	16.6	1	186
B. Political..	0	---	3	.5		3
C. Personal...	47	7.8	68	10.3		115
D. Economic...	48	8.0	54	18.1	3	105
E. Community..	0	---	0	---		0
F. Miscella- neous.....	3	.5	3	.5		6
Total	173	28.9	238	35.9	4	415
III. Unknown	11	1.8	14	2.1		25
All Causes	599	100.0	663	100.0	7	1,269
Duplications, I..	58		58			116
II..	6		6			12
Number of Staff Members	535		599		7	1,141

for the staff members with one or two and three years of service in a position. Political reasons take first rank for those who have survived the first year of service. Almost 70 per cent (69.3) of the teachers serving their first year who leave their positions do so at the request of the employing officials. About five-eighths of those who leave at the end of two or three years are requested to seek employment elsewhere.

Table XXI shows that one-third of the beginning teachers are asked to resign for professional reasons. In 1930-31 there were 159 beginning teachers in the schools studied who were either dismissed or resigned at the close of the year; almost 70 per cent (69.6) were dismissed and almost 30 per cent (29.9) resigned voluntarily.

In Table XXII the number and per cent of causes of turnover are presented for the staff members serving four and five or six and more years in present position. The outstanding fact shown in the table is the large percentage of teachers dismissed at the end of four or five years of service for political reasons. Political factors as causes of dismissal increase in significance with an increase in tenure up to the end of the fifth year. The cause of this increase will be analyzed in chapter VI.

Professional and personal factors as causes of dismissal decrease in significance as the teachers gain more experience in their positions. Only a small percentage of the staff members are dismissed for professional reasons after the third year. Resignations for the purpose of accepting a promotion or for other professional factors increase with an increase in tenure. Resignations for personal reasons are more frequent, when compared on a percentage basis, among teachers with longer tenure than the average. No significant relationships seem to exist between the length of tenure and the frequency of dismissals or resignations for the various other factors.

The percentage of teachers being dismissed becomes smaller with an increase in length of tenure. An examination of Tables XX and XXII will show that 69.3 per cent of the causes for separation of teachers with one year of service fall under cases of dismissal; 62.0 per cent, of teachers with two or three years of service; 57.9 per cent, of teachers with four or five years of service; and 47.3 per cent, of teachers with six or more years of service. In other words, the longer a teacher remains in a system, the less likely he is to be dismissed from his position.

Causes of Turnover in Indiana and Illinois Compared

In his study of teacher turnover in Illinois Williams asked the teachers to give the reasons for their leaving various

TABLE XXI

NUMBER OF MAJOR CAUSES OF DISMISSAL OR RESIGNATION
OF BEGINNING TEACHERS IN 1931

Major Causes	Frequency of Mention			Per Cent of All Causes
	Towns	Townships	All	
I. Cases of Dismissal				
A. Professional....	6	56	62	33.7
B. Political		37	37	20.1
C. Personal		13	13	7.1
D. Economic	2	4	6	3.3
E. Community	1	8	9	4.9
F. Miscellaneous...	1		1	.5
Total	10	118	128	69.6
II. Cases of Voluntary Withdrawal				
A. Professional....		20	20	10.9
B. Political			0	---
C. Personal	4	12	16	8.7
D. Economic		19	19	10.3
E. Community			0	---
F. Miscellaneous ..			0	---
Total	4	51	55	29.9
III. Unknown		1	1	.5
All Causes	14	170	184	100.0
Duplications, I	2	20	22	
II.....		3	3	
Number of Teachers ...	12	147	159	

TABLE XXII

NUMBER AND PER CENT OF MAJOR CAUSES OF TURNOVER
OF TEACHERS AND ADMINISTRATORS WITH FOUR OR MORE
YEARS OF SERVICE IN A SCHOOL SYSTEM

Major Causes	Years of Service					
	Four or Five		Six or More		Un- known but Four or More	Four or More
	Frequency of Mention	Per Cent of All Causes	Frequency of Mention	Per Cent of All Causes		
I. Cases of Dis- missal						
A. Profes- sional....	99	7.9	34	7.9		133
B. Political.	519	41.4	111	25.8	4	634
C. Personal..	54	4.3	22	5.1		76
D. Economic..	21	1.7	13	3.0	1	35
E. Community.	19	1.5	9	2.1		28
F. Miscella- neous.....	14	1.1	15	3.5	1	30
Total.....	726	57.9	204	47.3	6	936
II. Cases of Vol- untary With- drawal						
A. Profes- sional....	271	21.6	111	25.8	3	385
B. Political.	5	.4	2	.5		7
C. Personal..	123	9.8	61	14.2	1	185
D. Economic..	79	6.4	38	8.8	1	118
E. Community.	2	.2	2	.5		4
F. Miscella- neous.....	8	.6	3	.7		11
Total.....	488	38.9	217	50.3	5	710
III. Unknown ...	39	3.1	10	2.3		49
All Causes	1,253	100.0	431	100.0	11	1,695
Duplications, I.	55		16			71
II	4		1			5
Number of Staff Members...	1194		414		11	1,619

teaching positions, and the principals to report the reasons for teacher-withdrawals and also for their own withdrawals.¹ Although the grouping of causes by Williams does not correspond exactly with the one used in the present study, the two are sufficiently alike to permit some comparisons.

As shown in Table XXIII the professional factor ranks first in each state as a cause for a teacher resigning or being

TABLE XXIII

RANK OF MAJOR CAUSES OF TURNOVER OF TEACHERS
IN INDIANA AND ILLINOIS

Major Causes	Rank		
	Indiana ^a	Illinois ^b	
		Reported by Teachers	Reported by Principals
Professional	1	1	1
Political	2	4	5
Personal ^c	3	5	4
Economic	4	2	2
Miscellaneous	5	8	8
Community	6		
Geographical		3	7
Social		6	6
Refusal of board to reappoint		7	3

^aSee Table XVIII, p. 41. Cases of dismissal and voluntary withdrawal are grouped together.

^bWilliams, "Turnover Among High-School Teachers in Illinois," School Review, XL (June, 1932), 420.

^cThe term "Individual" is used in the Illinois study.

dismissed from his position. In Indiana the political factor ranks second, while in Illinois it falls down to fourth and fifth

¹"Turnover Among Secondary Teachers in Illinois." Unpublished Doctor's dissertation, Graduate School, University of Illinois, 1931.

places in the rankings by teachers and principals, respectively. The personal factor ranks third in Indiana, but drops to lower rankings in Illinois. The economic factor receives a ranking of "2" in Illinois by both groups; in Indiana it ranks fourth.

The teachers and principals of Illinois disagree in ranking the geographical factors and the factor "Refusal of board to reappoint." Williams comments on the lack of agreement regarding the latter in this fashion:

".....Perhaps teachers are unwilling to admit that they have been discharged, perhaps they are told frequently that combinations of circumstances have been responsible rather than their own failure, or perhaps reliable returns should not be expected on this item. In any event, the difference in rank is difficult to explain. Doubtless principals do not always know why teachers leave, but in this case, 'Refusal of board to reappoint,' there ought to be no question about the reason. In the judgment of the writer, 'Political factors' and 'Refusal of board to reappoint' are closely bound together and play a much more prominent part in turnover than teachers have indicated. Based on experience with the work of the appointments committee, the writer's opinion is that the principals have more nearly given a correct interpretation of the situation."¹

Accepting the interpretation by Williams, the political factor may play a more prominent part in the dismissal of teachers in Illinois than the teachers and even the principals are willing to admit.

In Table XXIV a comparison of the reasons for the withdrawal of administrators in the two states is presented. In Indiana the political factor ranks first, while in Illinois the professional factor retains first place, the economic factor second, and the political factor third.

In comparing the data the method of collecting them must be considered. The writer obtained his information in the main by the interview method from superintendents. Williams obtained his information by the questionnaire method from the teachers and principals.

An Analysis of Causes Required

The purpose of the present chapter has been served by a presentation of the gross information on causes of turnover. It

¹"Turnover Among High-School Teachers in Illinois," School Review, XL (June, 1932), 421-22.

TABLE XXIV

RANK OF MAJOR CAUSES OF TURNOVER OF ADMINISTRATORS
IN INDIANA AND ILLINOIS

Major Causes		
	Indiana ^a	Illinois as Reported by Principals ^b
Political	1	3
Professional	2	1
Personal ^c	3	6
Economic	4	2
Community	5	
Miscellaneous	6	8
Geographical		7
Social		5
Refusal of board to reappoint		4

^aSee Table XVII, p. 40. Cases of dismissal and voluntary withdrawal are grouped together.

^bWilliams, School Review, XL (June, 1932), 420.

^cThe term "Individual" is used in the Illinois study.

has shown that the professional, political, and personal factors are responsible for much of the turnover among the teachers and administrators in the smaller secondary schools of Indiana. When cases of dismissal and voluntary withdrawal are grouped together, the professional causes of turnover rank first; the political, second; the personal, third; the economic, fourth; the community, fifth; and the miscellaneous, sixth. However, when cases of dismissal only are considered, the political factors take first place. Professional, personal, and economic reasons appear more frequently for cases of voluntary withdrawal than for cases of dismissal.

While the political factors are more responsible than

the other major factors for the withdrawal of administrators, the professional factors are accorded first place as causes for the withdrawal of teachers. When all staff members are grouped together, the professional factors rank first in the town schools and the political factors first in the township schools. Teachers with fewer than four years of service in a position are more likely to be dismissed for professional reasons than are teachers with a greater amount of service. Political reasons are more prominent as causes of turnover among teachers with a longer period of service than among those with a shorter period of service. Sixty-five per cent of the teachers with the smaller amount of service were dismissed from their positions as compared with 55 per cent of the group with the longer service. Politics seems to be a larger factor in causing turnover among secondary teachers and administrators in Indiana than in Illinois.

The chapter has shown the relative importance of the various major factors causing turnover. It is now in order to treat in detail the major causes by devoting one chapter to an analysis of turnover for professional reasons, a second chapter to an analysis of turnover for political reasons, and a third chapter to an analysis of turnover for personal and other reasons.

CHAPTER V

AN ANALYSIS OF TURNOVER FOR PROFESSIONAL REASONS

Among the teachers and administrators included within this study 405 were dismissed and 573 resigned voluntarily owing to causes which have been classified as professional in character.¹ The question arises regarding the nature of the specific causes contributing to the withdrawal of approximately 1,000 (978) teachers within a period of a few years from the smaller secondary schools of Indiana.

Professional Reasons for the Dismissal of Teachers

A complete list of causes in towns and townships.--"Weakness in discipline" was the chief cause for the dismissal of teachers and administrators classified under the caption "Professional Factors." As shown in Table XXV 91 township and 14 town teachers and administrators were dismissed because they were unable to exercise proper control over their pupils. The 105 staff members dismissed for this reason--"Weakness in discipline"--represented 25.9 per cent of the total number of dismissal cases for professional reasons.

"Subject combination" as a cause of dismissal was a close second to "Weakness in discipline." A principal of a school employing only a few teachers may have difficulty in arranging his program from year to year without a change in his teaching staff. He may wish to offer a new subject, but has no one to teach it. Consequently, school officials have followed the practice of requesting the resignation of teachers in order to select others who are qualified to teach certain subjects. At times, "Subject combination" may be given as an excuse to bring about the dismissal of an undesirable teacher. Almost 25 per cent of the dismissal cases for professional reasons were attributed to the fact that the teachers were unable to meet license requirements in the subjects to be offered during the following year.

Forty-eight teachers in the townships and ten in the towns were found to be unsatisfactory; however, the superintendents were not specific in their statements giving the cause of dismissal. Therefore these cases have been labeled as "Unsatisfactory--

¹See Table XVI, p. 38.

TABLE XXV

FREQUENCY OF PROFESSIONAL REASONS FOR THE DISMISSAL
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Reasons (In Rank Order)	Number of Staff Members		
	Towns	Townships	All
Weakness in discipline	14	91	105
Subject combination	11	90	101
Unsatisfactory--general	10	48	58
Lack of co-operation	4	25	29
"Poor" instruction	4	21	25
Lack of training	3	13	16
Beginning teacher		9	9
Insubordination	1	7	8
Didn't work at job	1	5	6
In difficulty with principal		6	6
"Poor" organizer and adminis- trator		5	5
Weakness in knowledge of subject matter		5	5
Teaching on permit		4	4
Disturbing element--wanted to run school		3	3
Lack of initiative		3	3
No license for position		3	3
Not good enough to be placed on permanent tenure	3		3
Unpopularity of department ..		3	3
Deterioration		2	2
"Overly" trained	1	1	2
Poor attitude		2	2
Lack of progress		1	1
License expired	1		1
Low standards of pupil achievement		1	1
Man teacher--partial to girls with grades		1	1
Not sufficient licenses for small school		1	1
Raised too much "hell" in school system		1	1
Unsatisfactory as principal .		1	1
Total	53	352	405

general."

The remaining statements may be grouped under four headings, as follows:

Failure to co-operate:

- Lack of co-operation
- Insubordination
- In difficulty with principal
- Disturbing element--wanted to run school
- Poor attitude
- Raised too much "hell" in school system

"Poor" instructor or administrator:

- "Poor" instruction
- "Poor" organizer and administrator
- Weakness in knowledge of subject matter
- Low standards of pupil achievement
- Unsatisfactory as principal

Qualifications unsatisfactory:

- Lack of training
- Teaching on permit
- No license for position
- Deterioration
- Lack of progress
- License expired
- Not sufficient licenses for small school

Deficient in other respects:

- Beginning teacher
- Didn't work at job
- Lack of initiative
- Not good enough to be placed on permanent tenure
- Unpopularity of department
- "Overly" trained
- Man teacher--partial to girls with grades

As a result of the new grouping the causes shown in Table XXV can be presented in seven statements as in Table XXVI. "Failure to co-operate" ranks in fourth place; "'Poor' instructor or administrator," in fifth; "Qualifications unsatisfactory," in sixth; and "Deficient in other respects," in seventh.

No significant differences are to be noted in the data for the town and township schools. The ranking of cases is about the same for the two types of school corporations. The percentage of teachers and administrators dismissed in the towns as a result of professional deficiencies is approximately the same as in the

townships.¹

TABLE XXVI

NUMBER AND PER CENT OF PROFESSIONAL REASONS FOR THE
DISMISSAL OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Reasons (In Rank Order)	Towns		Townships		All
	Number	Per Cent	Number	Per Cent	
Weakness in discipline..	14	26.4	91	25.9	105
Subject combination	11	20.8	90	25.6	101
Unsatisfactory--general.	10	18.9	48	13.6	58
Failure to co-operate	5	9.4	44	12.5	49
"Poor" instructor or administrator	4	7.5	33	9.4	37
Qualifications unsatis- factory	4	7.5	24	6.8	28
Deficient in other respects	5	9.4	22	6.2	27
Total	53	99.9	352	100.0	405

Teachers and administrators.--Forty-nine principals and superintendents and 356 teachers were dismissed for professional reasons as shown in Table XXVII. "Weakness in discipline" is the dominant cause in the case of the administrators. However, in the case of the teachers it drops to second place, giving way to "Subject combination" as the chief cause of dismissal. Only one principal was dismissed because of "Subject combination" as compared with 100 teachers. "Failure to co-operate" is relatively insignificant in the case of administrators.

The significant thing to be noted in Table XXVII is the fact that 23, or 46.9 per cent, of the administrators dismissed for professional reasons lost their positions because they were unable to maintain order among the student body. While the number of teachers dismissed because of "Weakness in discipline" is large, it represents only 23.0 per cent of the total number of

¹In Table XVI, p. 38, it is shown that the 53 dismissals in the town schools represent 14.8 per cent of all cases of withdrawal and the 352 dismissals in the townships represent 13.5 per cent of all cases of withdrawal.

TABLE XXVII

NUMBER AND PER CENT OF PROFESSIONAL REASONS FOR THE DISMISSAL
OF TEACHERS AND ADMINISTRATORS

Reasons (In Rank Order)	Administrators		Teachers		All
	Number	Per Cent	Number	Per Cent	
Weakness in discipline ..	23	46.9	82	23.0	105
Subject combination	1	2.0	100	28.1	101
Unsatisfactory--general ..	8	16.3	50	14.0	58
Failure to co-operate ...	3	6.1	46	12.9	49
"Poor" instructor or administrator	7	14.3	30	8.4	37
Qualifications unsatis- factory	5	10.2	23	6.5	28
Deficient in other respects	2	4.1	25	7.0	27
Total	49	99.9	356	99.9	405

teachers dismissed for professional reasons. Evidently the principal is expected to be a "disciplinarian" by some of the superintendents.

Men and women teachers.--As shown in Table XXVIII, no significant differences can be noted in the professional reasons for the dismissal of men and women teachers. Contrary to expectations men teachers are accused of failure to maintain discipline to a greater degree than are women teachers. The 32 men teachers dismissed for "Weakness in discipline" represent 25.4 per cent of the total number of men dismissed for professional reasons, while the 50 women teachers dismissed for this reason represent 21.7 per cent of the total number of women teachers dismissed for professional deficiencies.

In comparing the two groups with respect to the other items, it is found that the men rank higher in "Unsatisfactory--general," "Qualifications unsatisfactory," and "Deficient in other respects." The women rank the higher in "Subject combination," "Failure to co-operate," and "'Poor' instructor and administrator."

Length of tenure in relation to dismissal for professional reasons.--In Table XXIX the teachers and administrators dismissed for various professional reasons are grouped according to their tenure in a position. In Table XXX the frequencies shown in Table

TABLE XXVIII

NUMBER AND PER CENT OF PROFESSIONAL REASONS FOR THE DISMISSAL
OF MEN AND WOMEN TEACHERS

Reasons (In Rank Order)	Men		Women		All
	Number	Per Cent	Number	Per Cent	
Subject combination ...	33	26.2	67	29.1	100
Weakness in discipline.	32	26.4	50	21.7	82
Unsatisfactory--general	19	15.1	31	13.5	50
Failure to co-operate..	13	10.3	33	14.3	46
"Poor" instructor	6	4.8	24	10.4	30
Deficient in other respects	11	8.7	14	6.1	25
Qualifications unsatis- factory	12	9.5	11	4.8	23
Total	126	100.0	230	99.9	356

TABLE XXIX

NUMBER OF STAFF MEMBERS SERVING VARIOUS TERMS IN PRESENT
POSITION DISMISSED BECAUSE OF PROFESSIONAL FACTORS

Reasons	Frequencies for Various Terms				All
	One Year	Two or Three Years	Four or Five Years	Six or More Years	
Weakness in discipline..	41	34	23	7	105
Subject combination	41	35	22	3	101
Unsatisfactory--general..	22	15	18	3	58
Failure to co-operate..	13	12	15	9	49
"Poor" instructor or administrator	16	13	7	1	37
Qualifications unsatis- factory	5	4	10	9	28
Deficient in other respects	13	8	4	2	27
Total	151	121	99	34	405

XXIX are converted to percentages.

TABLE XXX

PER CENT OF STAFF MEMBERS SERVING VARIOUS TERMS IN PRESENT POSITION DISMISSED BECAUSE OF PROFESSIONAL FACTORS

Reasons	Percentages				
	One Year	Two or Three Years	Four or Five Years	Six or More Years	All
Weakness in discipline...	27.2	28.1	23.2	20.6	25.9
Subject combination.....	27.2	28.9	22.2	8.8	24.9
Unsatisfactory--general..	14.6	12.4	18.2	8.8	14.3
Failure to co-operate ...	8.6	9.9	15.2	26.5	12.1
"Poor" instructor or administrator	10.6	10.7	7.1	2.9	9.1
Qualifications unsatisfactory	3.3	3.3	10.1	26.5	6.9
Deficient in other respects	8.6	6.6	4.0	5.9	6.7
Total	100.1	99.9	100.0	100.0	99.9

Teachers and administrators with the shorter tenure in a position are dismissed for "Weakness in discipline," "Subject combination," and "'Poor' instructor or administrator" to a greater extent than are teachers and administrators with the longer tenure in a position. On the other hand, staff members who have been longer in their positions are dismissed for "Failure to co-operate" and "Qualifications unsatisfactory" to a greater extent than are those with shorter tenure. Apparently teachers who are weak in discipline and in instructional technique are dismissed before they have had an opportunity to be in a position very many years. In making shifts in the faculty because of subject combinations, it is usually the younger members of the staff in point of service who must go. The younger members of the staff are, however, more willing to co-operate with the administration and are also better qualified for their positions according to the information disclosed here.

Professional Reasons for the Resignation of Teachers

An analysis of causes of resignation.--Thirteen statements grouped as professional reasons for the voluntary resignation of

teachers and administrators are given in Table XXXI. "Promotion" represents 81.5 per cent of all cases included within the group.

TABLE XXXI

FREQUENCY OF PROFESSIONAL REASONS FOR THE RESIGNATION
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Reasons (In Rank Order)	Number of Staff Members		
	Towns	Townships	All
Promotion	58	409	467
Further training	13	61	74
Held position temporarily ...	1	6	7
Leave of absence	1	4	5
Changed because of better subject combination	2	2	4
Expected to get better position		4	4
Returned to school in which previously taught ...	1	2	3
Thought had better position..	2	1	3
Disappointed in not getting promotion	1	1	2
Accepted full-time position in one school		1	1
Desire to locate in larger school		1	1
License expired		1	1
Returned to home state to qualify for pension		1	1
Total	79	494	573

Resignations to obtain "Further training" rank second with 74 cases, or 12.9 per cent, of the total number. The others can be grouped together to make 32 cases, or only 5.6 per cent.

The number of cases falling under "Promotion" call for further analysis. As a result the information in Table XXXII is presented. One hundred sixty-six staff members resigned to enter a larger school system, 73 were appointed to principalships in other school systems, 41 obtained increases in salary, 17 were elected county superintendents and 6 town or city superintendents, and 12 were appointed to college positions and 4 to positions in the State Department of Public Instruction. There were 148 resignations to accept better positions. In what respects the new

positions were better cannot be described.

TABLE XXXII

NUMBER OF CASES OF VOLUNTARY RESIGNATION INVOLVING A PROMOTION

Nature of Promotion	Adminis- trators	Teachers		All
		Men	Women	
Entered a larger school system	43	51	72	166
Accepted a better position ...	35	52	61	148
Accepted a principalship		71	2	73
Obtained an increase in salary	7	11	23	41
Elected county superintendent.	16	1		17
Accepted a college position...	5	2	5	12
Elected a town or city superintendent	6			6
Appointed to position in State Department	2		2	4
Total	114	188	165	467

A comparison of towns and townships and teacher-groups.--
In Table XXXIII and in Figure 9 a comparison of the number and per
cent of teachers resigning for various professional reasons is

TABLE XXXIII

A COMPARISON OF THE NUMBER OF TEACHERS AND ADMINISTRATORS
RESIGNING FOR VARIOUS PROFESSIONAL REASONS

Items of Comparison	Professional Reasons			Total
	Promotion	Further Training	Others	
Staff Members:				
Towns	58	13	8	79
Townships	409	61	24	494
All	467	74	32	573
Administrators	114	13	5	132
Teachers	353	61	27	441
Men Teachers	188	26	14	228
Women Teachers	165	35	13	213

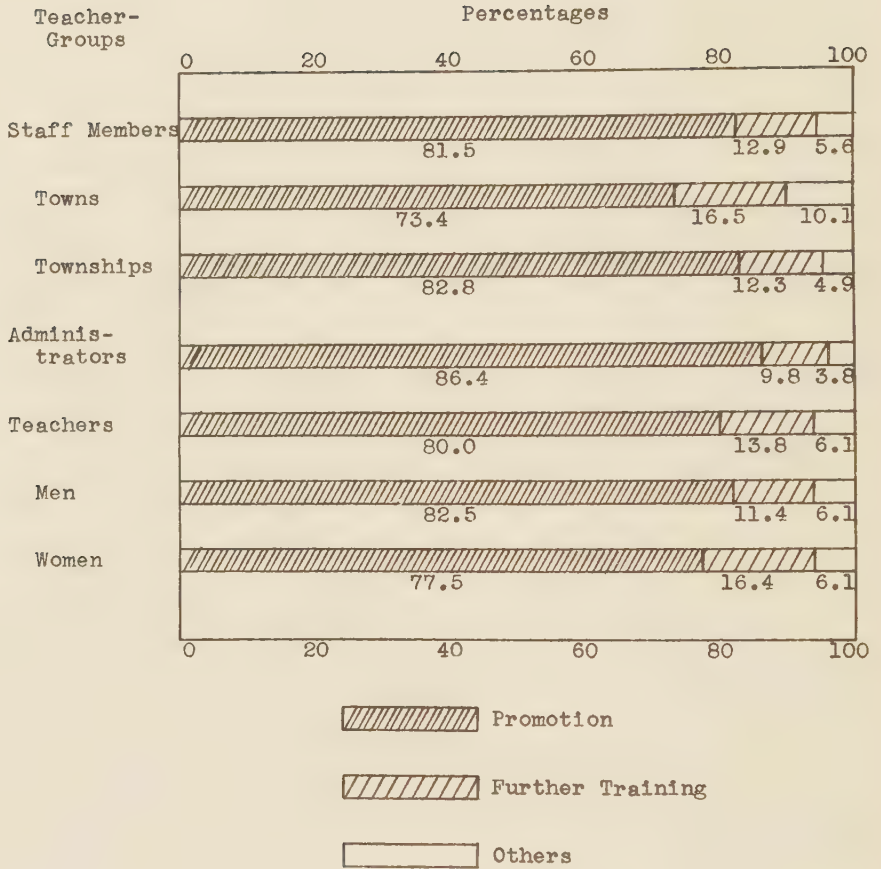


Fig. 9.--Percentage of teachers and administrators resigning for various professional reasons in towns and townships.

presented. The percentage receiving promotions in the town schools is somewhat smaller than that for the teachers in the townships. It may be that the teachers in the towns are more satisfied with present positions than are the township teachers. A larger percentage of the town teachers resigned to obtain further training, a fact which may mean that higher standards are required in the towns than in the townships.

The differences to be found between administrators and teachers and between men and women teachers are not significant. It is worthy of note, however, that a larger percentage of men teachers receive promotions. Men teachers are promoted to principalships, an honor which seldom befalls a woman teacher in the smaller secondary schools of Indiana.¹

Tenure in a position and resignations for professional reasons.--As revealed in Table XXXIV, a teacher with the longer tenure in a position is more likely to resign to obtain further training than is a teacher with the shorter tenure. In fact, the number increases from 4.0 per cent for teachers serving one year in a position to 17.1 per cent for teachers serving six or more years in a position. Other differences to be noted in the table are not significant. Evidently, length of service in a position has very little bearing upon resignation for professional reasons except in the case of teachers resigning to obtain further training. After a teacher has taught in one school for several years he may feel a desire to change and to prepare himself for a better position.

Withdrawals for Professional Reasons in Other States

Elsbree studied causes of turnover in New York State and found that almost 30 per cent of the high-school teachers and principals resigned to accept a better position.² In the present study "Promotion" accounted for the withdrawal of 19.9 per cent of the administrators and 16.1 per cent of the teachers. Although the percentages for Indiana are smaller than those for New York, it is possible that a large number of teachers withdrawing for various reasons were able to get positions which they considered to be "better."

White gave four chief reasons for the withdrawal of Iowa

¹In 1930-31 there were 15 women employed as township principals of secondary schools; 8, as town principals; and 1 as a town superintendent (Troy).

²Op. cit., p. 31.

TABLE XXXIV

NUMBER AND PER CENT OF TEACHERS AND ADMINISTRATORS SERVING
FOR VARIOUS TERMS IN PRESENT POSITION RESIGNING FOR
PROFESSIONAL REASONS

Tenure in Position	Reasons			All
	Promotion	Further Training	Others	
One Year:				
Number	60	3	12	75
Per cent	80.0	4.0	16.0	100.0
Two or Three Years:				
Number	90	13	7	110
Per cent	81.8	11.8	6.4	100.0
Four or Five Years:				
Number	224	39	8	271
Per cent	82.7	14.4	3.0	100.1
Six or More Years:				
Number	87	19	5	111
Per cent	78.4	17.1	4.5	100.0
Total:				
Number	467 ^a	74	32	573 ^a
Per cent	81.5	12.9	5.6	100.0

^aLength of service is unknown in the case of six teachers who resigned their positions to accept promotions.

teachers; namely, in rank order, (1) quitting for better position, (2) quitting the teaching profession, (3) failure to make good, and (4) quitting for further training.¹ According to the findings of the present study a greater number of Indiana teachers fail to make good than quit to accept a better position. However, the time of White's study, 1922-24, should be considered in interpreting his results. A teacher with a position today may be inclined to keep it, unless he is certain a better position is open to him.

¹Op. cit., p. 53.

Morrison¹ and Buellesfield² studied the causes of failure among teachers and assigned "Weakness in discipline" as the chief factor. The chief cause of the dismissal of Indiana administrators for professional reasons was "Weakness in discipline"; in the case of teachers, it ranked a close second to failure to meet subject-combination requirements. As a cause of failure, "Weakness in discipline" should be placed first in the case of teachers in the smaller secondary schools of Indiana. Buellesfield's study was made in 1913-14 and Morrison's in 1925-27; the present study covers the period from 1927 to 1932. Apparently the necessity of school discipline in the minds of administrators has not changed during the last two decades, especially in the smaller communities.

The Improvement of Teachers in Service

In the section dealing with "Professional Reasons for the Dismissal of Teachers" it was shown that teachers are dismissed because of various deficiencies in classroom method and in general school conduct. An efficient school system makes provision for the improvement of teachers in service. The weaknesses of the individual teachers are discovered and plans are instituted to overcome them. Do the principals of the smaller secondary schools of Indiana have the time and training to carry through supervisory programs designed to improve the type of service given by the teaching staffs of their schools? If so, what methods are being used to improve teachers in service? These questions will be considered in some detail.

In the annual report for 1931-32 the principals were asked to indicate the number of clock hours spent daily in teaching, in administration, and in supervision; to give the amount of professional training in semester hours and the date of last school attendance; and to check the plans in use for the improvement of teachers in service.³

The principal's school day.--The principal of a small secondary school of Indiana spends approximately three hours each day in teaching, two hours in administration, and one and one-half hours in supervision. The data are presented in Table XXXV. The amount of time devoted to each duty by a town principal corresponds very closely to the distribution of the township principal's time among the three types of work.

¹Robert H. Morrison, "Factors Causing Failure in Teaching," Journal of Educational Research, XVI (September, 1927), 99.

²Henry Buellesfield, "Causes of Failure Among Teachers," Educational Administration and Supervision, I (September, 1915), 451.

³See Fig. 3, p. 14.

TABLE XXXV

NUMBER OF CLOCK HOURS PRINCIPALS DEVOTE DAILY TO TEACHING,
ADMINISTRATION, AND SUPERVISION

Number of Hours	Frequency of Mention by Principals		
	Teaching	Administration	Supervision
0	6		14
1	29	243	347
2	131	312	250
3	315	97	44
4	174	19	13
5	40	6	1
Over 5 ...	8	3	2
Not given .	3	26	35
Total ...	706	706	706
Mean:			
Towns	3.15	2.18	1.40
Townships	3.09	1.84	1.58
All	3.10	1.89	1.56

As a rule, a principal devotes two, three, or four hours each day to his work as a classroom teacher. Four township principals and 2 town principals who also serve as superintendents do not have any teaching duties. At the other extreme, 35 township principals and 5 town principals devote five hours each school day to classroom teaching or in work connected with their teaching duties; 8 township principals reported as many as six hours spent each day in teaching.

A vast majority of the principals spend one or two hours each day taking care of their administrative duties. One hundred twenty-five, or 18.4 per cent of those reporting, devote over two hours to this phase of their work. Nine principals claim that they spend as many as five or six hours each day at administrative work.

Three hundred forty-seven principals, or 51.7 per cent of those reporting, spend approximately one hour each day on strictly supervisory duties. Two hundred fifty, or three-eighths of those reporting, devote two hours each day to classroom visitation and other duties classified under the heading of "Supervision." Seven township principals and 7 town principals do not find time for

supervision, while 60 principals, 4 of whom are located in towns, set aside three or more hours each day in an effort to improve the teaching service in their schools.

The foregoing data are limited to the activities of the school principals or to town superintendents serving as high-school principals. They do not give the amount of time devoted to supervision by the county superintendents or by town superintendents who have high-school principals under them. In view of the fact that principals devote approximately one-fourth of their time to supervisory duties and that superintendents also devote a portion of their time to supervision, it may be concluded that time is available at least in a majority of the schools for instituting programs designed to discover teacher needs and to improve teacher service.

Professional training of principals.--The amount of professional training possessed by a principal will not always determine his qualifications for an administrative or supervisory position. However, the amount of training he received in the field of secondary education should be one criterion by which to judge his qualifications for the principalship of a secondary school. Data are presented in Table XXXVI which give the amount of professional training and the amount of training in secondary education reported by the principals of the smaller secondary schools of the state.

The median amount of professional training totals 44.7 semester hours and the median amount of training in secondary education, 28.7 hours. A principal who graduates from college with 15 semester hours in education, the amount required of a teacher by the North Central Association of Colleges and Secondary Schools, and who returns to school for an additional year of training in education in preparation for the principalship would have at the end of his fifth year of training 45 semester hours in education. The 28.7 semester hours in secondary education and the 44.7 semester hours in the field of education should prepare candidates in some degree at least for the principalship of a small secondary school.

The fact that 46.4 per cent of the principals reporting attended school in 1931--summer school in nearly all cases--is an indication that they desire to keep up-to-date in their profession. The year of last school attendance is shown in Table XXXVII. Eighty-five per cent of the principals reporting had attended school during the period of this study or during the period 1927-31. The 15 per cent who have not been in school since 1926 are scattered over a long period of time. Two principals have received no college training since 1900. On the whole, the

TABLE XXXVI

NUMBER OF SEMESTER HOURS
OF PROFESSIONAL TRAINING OF PRINCIPALS

Number of Semester Hours	Number of Principals	
	Total Amount	In Secondary Education
0 - 10	1	18
11 - 20	20	96
21 - 30	52	163
31 - 40	105	133
41 - 50	103	62
51 - 60	86	18
61 - 70	47	8 ^b
71 - 80	21	
81 - 90	6	
Over 90	2	
Not given	262	207
Total	705 ^a	705 ^a
Median:		
Towns	44.1	30.8
Townships	44.8	28.5
All	44.7	28.7

^aOne township principal served two schools.

^bOver 60.

principals of the small secondary schools of Indiana are progressive at least from the viewpoint of desiring and obtaining further training for their work.

Methods used in improving teachers in service.--Seven methods were listed in the blank forms on which the principals made their annual reports for 1931-32. The frequencies with which these methods were checked by the principals are shown in Table XXXVIII in rank order. The three plans used by nearly all the schools are "Teachers' meeting," "Personal conferences," and "Classroom visitation." "Demonstration lessons" as a means of improving teacher service are not utilized by many schools. The difficulties involved in planning and staging demonstration lessons, no doubt, prohibit their use in many small secondary schools. Teacher jealousies may also enter into the problem. A wise

TABLE XXXVII

DATE OF LAST SCHOOL ATTENDANCE OF PRINCIPALS

Date of Last Attendance	Number of Principals	Per Cent of Those Reporting
1931	316	46.4
1929-30	184	27.0
1927-28	79	11.6
1925-26	33	4.8
1923-24	18	2.6
1921-22	8	1.2
1916-20	14	2.1
1911-15	16	2.3
Before 1911	13	1.9
Not given	24	---
Total	705 ^a	99.9

^aOne township principal served two schools.

TABLE XXXVIII

FREQUENCY OF VARIOUS METHODS USED IN THE SCHOOLS
FOR THE IMPROVEMENT OF TEACHERS IN SERVICE

Methods	Frequency of Mention		
	Towns	Townships	All
Teachers' meeting	82	584	666
Personal conferences ...	77	575	652
Classroom visitation ...	77	574	651
Courses of study	60	436	496
Teacher rating cards ...	46	232	278
Directed professional study	34	176	210
Demonstration lessons ..	11	70	81

principal or superintendent should, however, be able to handle the situation and use the method with profit.

The number of methods mentioned by each principal is reported in Table XXXIX. The average number for the town schools is

TABLE XXXIX

NUMBER OF PLANS FOR THE IMPROVEMENT OF TEACHERS
IN SERVICE MENTIONED BY THE PRINCIPALS

Number of Plans	Frequency of Mention		
	Towns	Townships	All
1	1	8	9
2	1	31	32
3	13	111	124
4	21	206	227
5	25	158	183
6	18	77	95
7	4	24	28
Not given	2	6	8
Total	85	621	706
Mean	4.66	4.30	4.35

4.66; for the township schools, 4.30; and for all schools, 4.35. Schools reporting four methods, as a rule, checked the first three given in Table XXXVIII and one of the others. No significant differences are noted between the methods checked by the town principals and those checked by the township principals.

The data indicate a recognition of the value of different methods in the improvement of teachers in service. The extent to which each method is used in individual schools is unknown. The data herein reported would lead to the tentative conclusion that the need for supervisory programs is recognized by school officials and that various methods are being used to improve teachers in service.

Summary

The foregoing data show that the chief reason why administrators are dismissed is that they are unable to control their pupils to the satisfaction of their superintendents and trustees. Teachers are dismissed for the same reason; however, the chief

professional cause for the dismissal of a teacher is his inability to teach subjects which are to be offered in the school's program. In other words, to teach in a small high school a candidate must meet the particular requirements in the way of subject combinations imposed by an individual school system. A teacher prepared to teach history and mathematics cannot teach history and Latin.

Other professional deficiencies leading to dismissals include: general unsatisfactoriness as a teacher, which may represent a variety of factors; failure to co-operate with administrative officials; failure as an instructor or administrator, which again is somewhat general in its nature; unsatisfactory training qualifications, a factor related to failure to meet subject-combination requirements; and deficiencies in other respects, such as those which will be made by a beginning teacher and by one who does not make adequate preparation for his work.

No significant differences are noted between dismissals for professional reasons in the towns and townships. Staff members with the shorter tenure in present position are dismissed more frequently, when compared on a percentage basis, for "Weakness in discipline" and "Subject combination" than those with the longer tenure. "Failure to co-operate" is given as a cause of dismissal more frequently for staff members with the longer tenure than for those with the shorter tenure.

Although 405 teachers and administrators included in this study were unable, according to the evidence, to meet the professional requirements necessary to succeed in a small secondary school, a larger number--467 to be exact--were sufficiently successful in their work to receive recognition through professional advancement, either by entering a larger system, by being promoted to a principalship (almost entirely limited to men teachers), by an increase in salary in another system, or by being elected to a position of greater responsibility. Seventy-four staff members resigned to obtain additional training and 32 resigned for various other professional reasons.

In comparing the number of voluntary resignations for professional reasons in the towns and townships, it was discovered that a larger percentage in the towns resigned to obtain additional training and a larger percentage in the townships received promotions. A comparison of teachers with various periods of tenure revealed that those with the longer tenure in a position are more likely to resign to obtain further training than are those with the shorter tenure.

The significant question arising from the analysis of cases of dismissal for professional reasons may be stated thus: What can be done to reduce the number who fail each year as

teachers and administrators in the smaller schools? Improved training programs to include guidance in the selection of teaching majors, better selection of teachers and principals by school officials, and more adequate supervisory programs may be partial solutions of the problem.

One of the questions growing out of the analysis of the cases of voluntary withdrawal for professional reasons is as follows: What can be done to induce successful teachers and administrators to remain for a longer period of time in one position? A clearer recognition of merit in teachers, better working conditions, and uniform salary schedules may help to answer the question.

The questions and suggestions for their solution will be treated at some length in the concluding chapter.

CHAPTER VI

AN ANALYSIS OF TURNOVER FOR POLITICAL REASONS

The purpose of the chapter is to present an unbiased analysis of the influence of various political factors on teacher turnover in the smaller secondary schools of Indiana. Causes of turnover as given by township trustees are analyzed and compared with the causes obtained from the superintendents for the same teachers and principals. Finally, the attitude of superintendents on the operation of the teacher-tenure law in a small school system will be treated at some length.

Dismissals for Political Reasons in Towns and Townships and Among Teacher-Groups

All staff members in towns and townships.--As shown in Table XL, the teacher-tenure law was responsible for 411, or 44.1 per cent, of the dismissals for political reasons. The number dismissed in the towns to evade placing teachers and administrators on permanent tenure was 69.0 per cent of the total number dismissed for political reasons, as compared with 42.4 per cent in the townships. However, as shown in Table XVI,¹ the 58 causes of dismissal for political reasons in the towns represent only 16.2 per cent of all causes given for turnover, while the 874 causes of dismissal for political reasons in the townships represent 33.4 per cent of all causes given for turnover. The 40 causes of dismissal to evade placing teachers on permanent tenure in the towns represent 22.6 per cent of the 177 causes of dismissal; the 371 causes of dismissal for the same purpose in the townships represent 23.3 per cent of the 1,592 causes of dismissal. Therefore, it can be seen that the tenure law played a part in causing teacher turnover to approximately the same extent in the two types of school corporations. However, in the towns the percentage of causes of dismissal for political reasons is very small, as compared with the large percentage in the townships. Without the tenure law there would be very few dismissals in the town schools for political reasons. On the other hand, the political factor will continue to function in the township school, even though the tenure law has been repealed.

¹See p. 38.

TABLE XL

FREQUENCY OF POLITICAL REASONS FOR THE DISMISSAL
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Reasons (In Rank Order)	Frequency		
	Towns	Townships	All
Tenure law	40	371	411
New trustee		197	197
Replaced by local teacher	4	130	134
"Politics"	6	95	101
Trustee didn't want teacher ..		22	22
Active in election of trustee.	7	10	17
In difficulty with employers .	1	11	12
Replaced by trustee's friend .		10	10
Pre-election promise		5	5
Reduced salary to force out ..		4	4
Replaced by relative of trustee		4	4
Trustee wanted to make another teacher principal		4	4
To make room for another teacher		3	3
Trustee hired too many teachers		2	2
A radical politically		1	1
Factional fight		1	1
Lady friend of trustee--trus- tee didn't want criticism ..		1	1
Personal dislike on part of trustee		1	1
Replaced by husband of local girl		1	1
Trustee elected on policy of "firing" principal		1	1
Total	58	874	932

According to the superintendents, the dismissal of 197 staff members was directly due to a change in township trustees. A large number of the other causes of dismissal for political reasons can be assigned also to a change in the trustee's office. One hundred thirty township teachers and 4 town teachers were dismissed to be replaced by local applicants. Although all causes given in Table XL are classified as political, the term "Politics" was the only statement given for the dismissal of 95 township

teachers and 6 town teachers. The remaining 89 statements are classified under 16 causes. The 7 town teachers dismissed because of their activity in the election of a township trustee were employed in 1930-31 in a town school that became a township school in 1931-32.

Teachers and administrators.--Of the 932 causes for the dismissal of staff members for political reasons 236 were for administrators and 696 for teachers. A comparison of the two professional groups is presented in Table XLI. The tenure law operated almost equally against the teachers and administrators. The 105 administrators dismissed because their employers did not wish to place them on permanent tenure represent 44.5 per cent of the total dismissals of this group for political reasons; the 306 teachers dismissed for a like reason represent 44.0 per cent of the total number of teachers dismissed for political purposes. Although one superintendent reported that his board of school trustees favored placing the superintendent on permanent tenure but did not favor placing teachers on permanent tenure, the practice does not seem to be followed throughout the state.

The percentage of teachers dismissed because a new trustee came into office is about equal to the percentage of principals dismissed by the new officer. Teachers are replaced by local applicants to a greater extent than are administrators. "Politics" plays a greater part in the dismissal of administrators than it does in the dismissal of teachers. The percentage of other causes grouped as political factors is somewhat larger for the administrative group than for the teaching group.

The foregoing analysis of the causes of dismissals for political reasons does not reveal significant differences between the administrative and teaching groups. However, as shown in chapter IV, the percentage of administrators dismissed for political reasons is larger than that for the teaching group. While politics as such operates against principals and superintendents to a greater extent than it does against teachers, the various reasons given for dismissal due to politics are not essentially different for the two groups.

Men and women teachers.--The 306 teachers dismissed because of the tenure law may be divided into two groups according to sex. In Table XLII the number of men teachers dismissed for the purpose of evading the tenure law is shown to be 133 as compared with 173 women teachers dismissed for the same purpose. The 133 dismissals represent 47.2 per cent of all causes given for the dismissal of men for political reasons; the 173 dismissals of women represent 41.8 per cent of the total. Other political reasons are given for the dismissal of women in a larger proportion

TABLE XLI

FREQUENCY OF POLITICAL REASONS FOR THE DISMISSAL
OF TEACHERS AND ADMINISTRATORS

Reasons (In Rank Order)	Frequency		
	Adminis- trators	Teachers	All
Tenure law	105	306	411
New trustee	52	145	197
Replaced by local teacher ...	11	123	134
"Politics"	39	62	101
Trustee didn't want teacher .	6	16	22
Active in election of teacher	4	13	17
In difficulty with employers.	4	8	12
Replaced by trustee's friend.	2	8	10
Pre-election promise	3	2	5
Reduced salary to force out .	1	3	4
Replaced by relative of trustee		4	4
Trustee wanted to make an- other teacher principal ...	4		4
To make room for another teacher	1	2	3
Trustee hired too many teach- ers		2	2
A radical politically	1		1
Factional fight	1		1
Lady friend of trustee-- trustee didn't want criticism		1	1
Personal dislike on part of trustee		1	1
Replaced by husband of local girl	1		1
Trustee elected on policy of "firing" principal	1		1
Total	236	696	932

than in the case of men teachers. The larger difference is represented by the cause "Replaced by local teacher." In the case of men it represents 13.8 per cent and in the case of women, 20.3 per cent.

Summary.--A summary of the section comparing towns and townships and various teacher-groups with respect to dismissals

TABLE XLII

FREQUENCY OF POLITICAL REASONS FOR THE DISMISSAL
OF MEN AND WOMEN TEACHERS

Reasons (In Rank Order)	Frequency		
	Men	Women	Teachers
Tenure law	133	173	306
New trustee	58	87	145
Replaced by local teacher	39	84	123
"Politics"	28	34	62
Trustee didn't want teacher ..	9	7	16
Active in election of trustee.	2	11	13
In difficulty with employers .	3	5	8
Replaced by trustee's friend .	5	3	8
Replaced by relative of trustee	1	3	4
Reduced salary to force out ..	1	2	3
Pre-election promise		2	2
To make room for another teacher	2		2
Trustee hired too many teachers		2	2
Lady friend of trustee-- trustee didn't want criticism		1	1
Personal dislike on part of trustee	1		1
Total	282	414	696

for political reasons is presented in Figure 10. The five reasons--tenure law, new trustee, replaced by local teacher, politics, and others--rank in the order given for all staff members, for all teachers and administrators in the township schools, for the teachers considered as a distinct group, and for men and women teachers when separated into two groups. In the towns the tenure law as a cause of dismissal ranks first, but the other causes rank in reverse order from "Others" to "Replaced by local teacher." Of course, the cause "New trustee" would not be given for the towns controlled by boards of trustees composed of three members. In the case of administrators the cause labeled "Replaced by local teacher" dropped to last place.

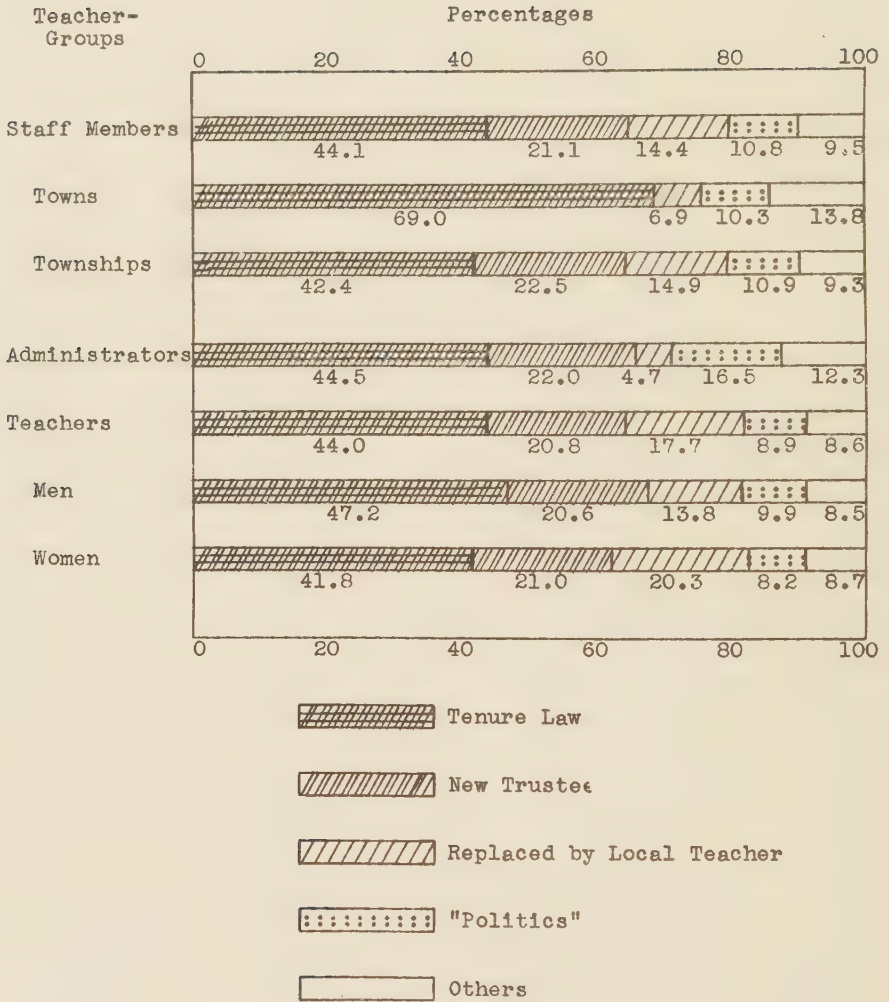


Fig. 10.--Percentage of various teacher-groups dismissed for political reasons in the towns and townships.

Relation of Length of Tenure in a Position
to Political Reasons for Dismissal

Significant differences are noted in the number of dismissals for various political reasons with a change in length of tenure. As shown in Table XLIII, only one dismissal can be

TABLE XLIII

NUMBER OF STAFF MEMBERS SERVING FEWER THAN FOUR AND FOUR OR MORE
YEARS IN A POSITION DISMISSED FOR POLITICAL REASONS

Reasons (In Rank Order)	Frequency		
	Fewer than Four Years	Four or More Years	All
Tenure law	1	410	411
New trustee	114	82	197 ^a
Replaced by local teacher	91	43	134
"Politics"	36	63	101 ^b
Trustee didn't want teacher ..	13	9	22
Active in election of trustee.	12	5	17
In difficulty with employers .	3	9	12
Replaced by trustee's friend .	10		10
Pre-election promise	3	2	5
Reduced salary to force out ..	4		4
Replaced by relative of trustee	2	2	4
Trustee wanted to make an- other teacher principal	1	3	4
To make room for another teacher	1	2	3
Trustee hired too many teachers	2		2
A radical politically	1		1
Factional fight		1	1
Lady friend of trustee-- trustee didn't want criticism	1		1
Personal dislike on part of trustee		1	1
Replaced by husband of local girl		1	1
Trustee elected on policy of "firing" principal		1	1
Total	295	634	932 ^{ab}

^aTenure unknown for one.

^bTenure unknown for two.

attributed directly to the tenure law for the group with fewer than four years of experience in a position. The case in point was a principal with three years of experience in his position who was "traded" because of the tenure law with another principal with four years of experience by the township trustees concerned. Four hundred ten, or 64.7 per cent, of the causes of dismissal of a political nature in the case of teachers with four or more years of experience were due to the tenure law.

One hundred fourteen, or 38.6 per cent, of the causes of dismissal for political reasons in the case of teachers with fewer than four years of tenure were attributed to changes in the trustee's office. Only 82 causes, or 12.9 per cent, are given for which responsibility was assigned to the "New Trustee" in the case of teachers with four or more years of experience in a position. Teachers who have been in their present positions fewer than four years are replaced by local teachers to a much greater extent than are teachers with more experience in one position; in fact, the percentage for the first group is 30.8 and for the latter, 6.8. The term "Politics" was given as the cause for about the same percentage of cases in each group. The other causes are more numerous for the group with the shorter tenure than for the one with the longer tenure.

As revealed by an examination of Table XLIV there are no great differences in the proportion of cases assigned to the various causes of dismissal for political reasons when divided on the basis of one or two and three years of experience in a position. The chief change noted in Table XLIV from the preceding tables in this chapter is the position of "Tenure law." "New trustee" as a cause takes first place with 49 dismissals, or 41.2 per cent, in the first-year group, and 65 dismissals, or 37.4 per cent, in the second- or third-year group.

A change in the ranking of the causes of dismissal under the political factor is noted in Table XLV, which contains the information for teachers and administrators with four or five and six or more years of tenure in one position. The tenure law as a cause represents 65.5 per cent of the cases for the group with four or five years of tenure and 62.2 per cent for those with six or more years of experience in one position. The causes labeled "New trustee" and "Politics" are about equal in importance for the two groups. Only one teacher with the longer tenure was replaced by a local teacher, as compared with 41 teachers in the group with the shorter tenure.

A summary of the information presented in this section is given in graphic form in Figure 11. When the staff members are grouped according to the number of years they have served in one

TABLE XLIV

NUMBER OF STAFF MEMBERS SERVING ONE OR TWO AND THREE YEARS IN A POSITION DISMISSED FOR POLITICAL REASONS

Reasons (In Rank Order)	Frequency		
	One Year	Two or Three Years	Fewer than Four Years
New trustee	49	65	114
Replaced by local teacher	39	52	91
"Politics"	13	21	36 ^a
Trustee didn't want teacher ...	6	7	13
Active in election of trustee .	3	9	12
Replaced by trustee's friend ..	4	6	10
Reduced salary to force out ...	3	1	4
In difficulty with employers ..		3	3
Pre-election promise	1	2	3
Replaced by relative of trustee		2	2
Trustee hired too many			
teachers		2	2
A radical politically		1	1
Lady friend of trustee--trustee			
didn't want criticism	1		1
Tenure law		1	1
To make room for another			
teacher		1	1
Trustee wanted to make another			
teacher principal		1	1
Total	119	174	295 ^a

^aTenure uncertain for two cases, although known to be fewer than four years.

position different rankings are obtained from those found in the preceding section and shown graphically in Figure 10. For teachers and administrators who have served fewer than four years in their present position the following ranking is found: (1) New trustee, (2) Replaced by local teacher, (3) Others, (4) "Politics," and (5) Tenure law. For teachers with four or five years and for those with more than four years the ranking changes to the following: (1) Tenure law, (2) New trustee, (3) "Politics," (4) Replaced by local teacher, and (5) Others. This ranking differs from the

TABLE XLV

NUMBER OF STAFF MEMBERS SERVING FOUR AND FIVE OR SIX OR MORE YEARS IN A POSITION DISMISSED FOR POLITICAL REASONS

Reasons (In Rank Order)	Frequency		
	Four or Five Years	Six or More Years	Four or More Years
Tenure law	340	69	410 ^a
New trustee	64	16	82 ^b
"Politics"	47	16	63
Replaced by local teacher ...	41	1	43 ^c
In difficulty with employers.	6	3	9
Trustee didn't want teacher..	7	2	9
Active in election of trustee	2	3	5
Trustee wanted to make an- other teacher principal ...	2	1	3
Pre-election promise	2		2
Replaced by relative of trustee	2		2
To make room for another teacher	2		2
Factional fight	1		1
Personal dislike on part of trustee	1		1
Replaced by husband of local girl	1		1
Trustee elected on policy of "firing" principal	1		1
Total	519	111	634 ^{abc}

^aTenure uncertain for one case, but known to be four or more years.

^bTenure uncertain for two cases, but known to be four or more years.

^cTenure uncertain for one case, but known to be four or more years.

ranking for all staff members in that the causes "Replaced by local teacher" and "Politics" exchange places. Teachers who have served more than five years continue to be dismissed because of the tenure law and by new trustees for various reasons including "Politics," but are not dismissed to be replaced by local teachers. After serving for more than five years in one school system a

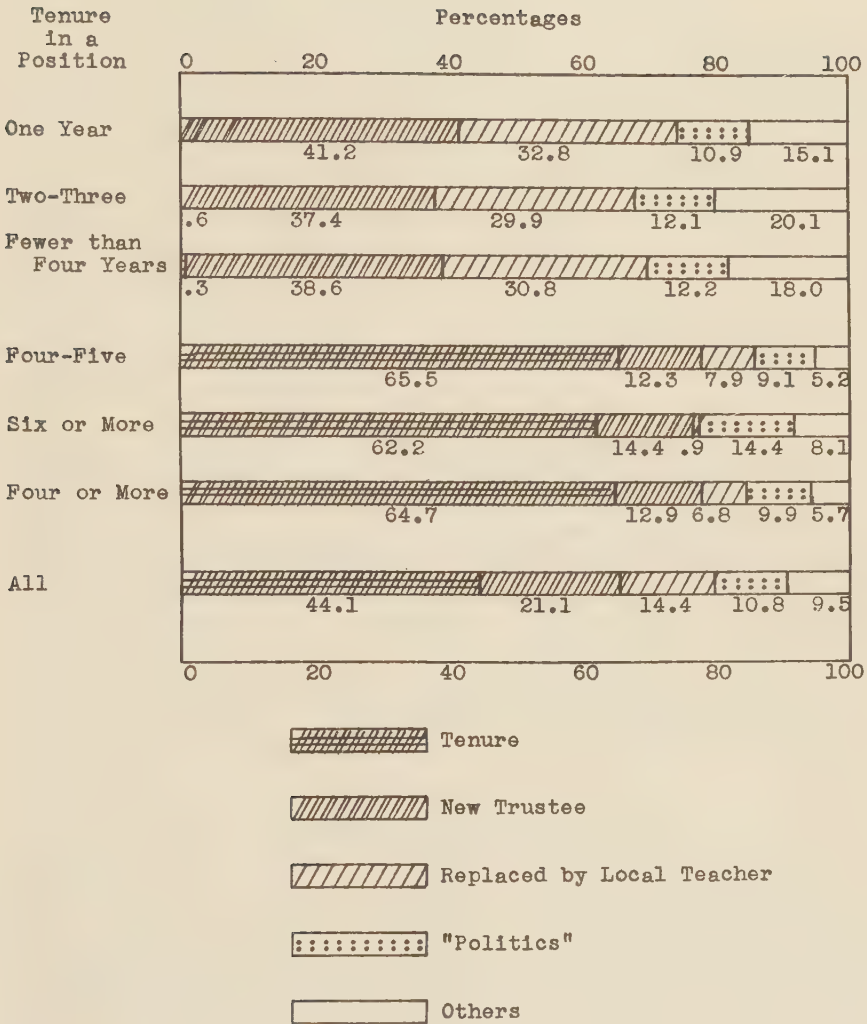


Fig. 11.--Percentage of teachers with different periods of tenure in a position dismissed for various political reasons.

teacher may be considered an established resident of the community. This is especially true in the case of men with families.

Dismissals for Political Reasons by Years

The number of dismissals for various political reasons for each year from 1927 to 1932 in the case of staff members with four or more years in present position is shown in Table XLVI. The number of dismissals to evade tenure in the township secondary schools ranges from 42 to 113, with substantial increases for the last two years. In the towns the number of dismissals for the same reasons ranges from 2 to 17, the average number being 8.

Dismissals because of a "New trustee" and "Politics" were prominent in 1927 and 1931 after new trustees took office during the winter. During the last two years more township teachers were dismissed to be replaced by local teachers than during earlier years. In the towns there were only 5 dismissals for other political reasons.

Voluntary Withdrawals for Political Reasons

There were only 10 voluntary resignations due to politics in the township schools and none in the town schools. One principal and 2 teachers were promoted through politics, 3 teachers believed they would have to leave on account of tenure, 1 principal and 1 teacher had a chance to change and accepted the opportunity due to a new trustee, 1 principal was to be demoted because of politics, and 1 principal felt the trustee would not co-operate with him. Three of those resigning were serving their first year in their positions, 5 were serving four or five years, and 2 had served more than five years.

The Township Trustees and Dismissals for Political Reasons

In order to give the township trustees an opportunity "to speak for themselves" and to check the reasons given by the superintendents, the investigator asked 94 trustees by letter to explain the causes of withdrawal of teachers and principals in 1931 and 1932 who were dismissed, according to the superintendents, for various political reasons to include the "Tenure law," "New trustee," "Replaced by local teacher," "Politics," and "Others."¹ Fifty-six replies were obtained giving the causes of withdrawal

¹The reasons given by the superintendents were not revealed to the township trustees.

TABLE XLVI

FREQUENCY OF CASES OF DISMISSAL FOR VARIOUS POLITICAL REASONS
OF TEACHERS AND ADMINISTRATORS WITH FOUR OR MORE YEARS
OF SERVICE IN A POSITION FROM 1927 TO 1932

Year of Dismissal	Frequency for Various Political Reasons					Total
	Tenure Law	New Trustee	Replaced by Local Teacher	"Politics"	Others	
<u>1927</u>						
Towns.....	2					2
Townships..	46	27		18	4	95
All.....	48	27		18	4	97
<u>1928</u>						
Towns.....	6					6
Townships..	58	10	4	5	5	82
All.....	64	10	4	5	5	88
<u>1929</u>						
Towns.....	17					17
Townships..	45	1	4	1	6	57
All.....	62	1	4	1	6	74
<u>1930</u>						
Towns.....	7					7
Townships..	42	2	4	4	2	54
All.....	49	2	4	4	2	61
<u>1931</u>						
Towns.....	8		1	1	3	13
Townships..	66	42	13	31	11	163
All.....	74	42	14	32	14	176
<u>1932</u>						
Townships..	113		17	3	5	138
Towns (1927-31).	40		1	1	3	45
Townships (1927-32).	370	82	42	62	33	589
All	410	82	43	63	36	634

of 149 teachers and principals.¹

¹One hundred fifty-seven teachers and principals were involved in the replies, but the causes for 8 teachers were not

Superintendents and trustees were in agreement in 80.5 per cent of the cases in their statements regarding the dismissal of teachers because of the tenure law and to give employment to local teachers. As shown in Table XLVII, the trustees agreed with the superintendents in 42 cases out of 49 with respect to the cause "Tenure law" and in 24 cases out of 33 with respect to the cause "Replaced by local teacher."

TABLE XLVII

CAUSES OF WITHDRAWAL, AS GIVEN BY TOWNSHIP TRUSTEES, OF TEACHERS AND PRINCIPALS IN 1931 AND 1932 WHO WERE DISMISSED, ACCORDING TO THE SUPERINTENDENTS, BECAUSE OF THE TENURE LAW AND TO BE REPLACED BY LOCAL TEACHERS

Classification of Trustees' Reasons	Superintendents' Reasons	
	Tenure Law	Replaced by Local Teacher
Cases of dismissal:		
Unsatisfactory--general	1	
Tenure law	42	1
Change of politics (New trustee).		1
Replaced by local teacher	1	24
In difficulty with employers		3
Married		2
Deafness		1
Reduced staff	1	1
Cases of voluntary withdrawal:		
Promotion	2	
Desire for change	1	
Reduction in salary	1	
Total	49	33

usable. One trustee stated in the case of five teachers, "I do not care to discuss these teachers," although he gave the cause of the withdrawal of one teacher. Three trustees gave as a cause, "Employed elsewhere," in the case of one teacher each.

The replies from the trustees involved 42 teachers and principals who were dismissed, as reported by the superintendents because of a "New trustee"; 18, because of "Politics"; and 7, because of "Others," meaning other political reasons not grouped in the first four classifications. (See Table XLVIII.) The reasons

TABLE XLVIII

CAUSES OF WITHDRAWAL, AS GIVEN BY TOWNSHIP TRUSTEES, OF TEACHERS AND PRINCIPALS IN 1931 AND 1932 WHO WERE DISMISSED, ACCORDING TO THE SUPERINTENDENTS, BECAUSE OF NEW TRUSTEES, "POLITICS," AND OTHER POLITICAL REASONS

Classification of Trustees' Reasons	Superintendents' Reasons		
	New Trustee	"Politics"	Others
Cases of Dismissal:			
Weakness in discipline...	2	1	1
Subject combination.....	3	2	
Unsatisfactory--general..	2		
Lack of co-operation.....	1		
"Poor" administrator.....		1	
Tenure law.....	5		
Replaced by local teacher	14	2	3
Other political reasons..	3	2	
Married.....	2		
Lack of adaptation.....		1	
Reduced staff.....	1	1	
Employed a teacher at a lower salary.....			2
Community dissatisfaction	2	2	
Cases of Voluntary With- drawal:			
Promotion.....	2	1	1
Further Training.....		1	
Married.....		1	
Ill-health.....	1		
Desire for change.....	3		
Reduction in salary.....		2	
Took training for other type of work.....	1		
Public gossip.....		1	
Total	42	18	7

given by the trustees for the withdrawal of the 67 teachers and principals can be grouped under the major causes of turnover as follows (figure in parentheses represents number of cases): Cases of Dismissal--Professional (13), Political (29), Personal (3), Economic (4), and Community (4); and Cases of Voluntary Withdrawal--Professional (5), Personal (5), Economic (3), and Community (1).

The foregoing data indicate that there is no apparent hesitation on the part of the township trustees in assigning "Tenure law" and "Replaced by local teacher" as causes of turnover among their teachers and principals. Several trustees explained that their policy in dismissing teachers to evade tenure was influenced by community opposition to the law. The frankness shown in disclosing the practice of dismissing teachers to give employment to local applicants indicates that the trustees who represent the local constituency apparently believe it to be the proper procedure to follow in school administration.

New trustees may make changes in the teaching staffs of the township schools which appear to be for various political reasons by the observer; however, from the trustees' viewpoint these changes may be justified. No doubt many changes labeled as "political" were made with the sincere purpose of improving the schools. In a few cases representing dismissals to give positions to local candidates the trustees stated that their schools were improved by the change. The "New trustee" has been elected to office by a majority of the people of the township and, no doubt, is influenced in a large measure by the desires of patrons of the school when he makes certain changes in the teaching corps.

The study disclosed political activities on the part of teachers and principals, the propriety of which may be questioned. A letter from a trustee probably expresses the attitude of a number of trustees with respect to teacher-dismissals because of "politics." An extract from the letter seems in place:

"....By all means a teacher should use the greatest care as to politics. Many times they are removed because they force the issue upon the incoming trustee who, had the teachers remained where they belonged, would have continued their services. In my case I have more Republican teachers than Democrats and I happen to be a Democrat. I use no politics whatever in the schools. But if a teacher uses politics I remove him at once."

The data presented in this section show that an interpretation of the causes of turnover given by the superintendents and classified as political reasons for dismissal must take into consideration the township trustees' reasons as well.

Attitude of Superintendents
on Teacher-Tenure Law

As stated in chapter II, each superintendent interviewed was asked to express his attitude on the teacher-tenure law. The number making statements in favor of or against the tenure law as well as the number accepting it with qualifications are given in Table XLIX. Only 8 per cent of the county superintendents were

TABLE XLIX

ATTITUDE OF SUPERINTENDENTS ON THE TEACHER-TENURE LAW

Attitude	Superintendents		Total
	County	Town	
Number for	7	20	27
Per cent	8.0	24.1	15.9
Number against	49	22	71
Per cent	56.3	26.5	41.8
Number giving qualified statements.....	31	41	72
Per cent	35.6	49.4	42.4
Total number.....	87	83	170
Per cent	99.9	100.0	100.1

in favor of the teacher-tenure law; 56.3 per cent were in favor of its repeal; and 35.6 per cent would be in favor under certain conditions or were in favor of teacher tenure, but were opposed to the law as it operated in the township schools. About one-half of the town superintendents gave qualified statements regarding the law, while approximately one-fourth were for and one-fourth against it.

Some statements in favor of the tenure law were as follows:

"The good which will result from the law will offset its objections. Officials think more seriously about whom they hire and get rid of poor ones."

"It is largely a matter of administration. It doesn't protect anyone who doesn't keep up her efficiency."

"I favor the law as a step in the right direction."

A few qualified statements are worthy of repetition here:

"If tenure law would provide for exchange of teachers it would be all right. Sympathetic supervision is needed on part of superintendents. A teacher may be a failure in one school and a success in another."

"The five-year clause should be taken out of it. There should be tenure for every teacher if there is no reason for her dismissal."

"I believe in tenure of 'a position,' but not in tenure of 'the position.'"

"Politicians about ruined it when they passed it by putting in the five-year clause. It should have been two or three years as originally drafted."

"It is all right if you have a 'live' teacher, but it is no good if you get a 'dead' teacher on your hands."

The following statements are typical of those made by superintendents opposed to the law:

"Making vagabonds of teachers."

"Worst thing that ever hit township schools."

"A 'nuisance.'"

"Works backwards--goes into reverse."

"Causes me a lot of grief."

"A 'flop.'"

"Helps inefficient more than efficient."

"Would like to see it knocked into a 'cocked hat.'"

"Trustees afraid for teacher to be 'saddled' on a community for life."

"Cities take best teachers; poorer teachers in rural districts are the ones who will get on tenure."

"'Mischief-maker' in rural communities."

Cases in Court

At the time the investigation was made during the school year of 1931-32 there were only ten permanent-tenure teachers and administrators in the town and township secondary schools who had appealed to the courts as a result of their dismissal.¹ One case had been decided against the teacher, who happened to be a superintendent, and two cases--one principal and one teacher--were decided in favor of the principal and the teacher. The superintendent against whom the decision was made had appealed to a higher court. Seven of the ten cases were pending during the winter of 1931-32.

¹There were several cases involving elementary-school teachers and a few brought by city teachers.

Teachers and administrators who are on permanent tenure and are dismissed for one cause or another evidently do not feel inclined to take their cases to court. The publicity attached to such a case may react against the teacher in his attempt to get another position.

Summary

Although there is some disagreement among superintendents and trustees with respect to causes of turnover, the data presented in this chapter lead to the conclusion that the tenure law and other political factors have been responsible for the dismissal of a large number of teachers and administrators in the smaller secondary schools of Indiana. In rank order the political reasons, as given by the superintendents, are as follows: (1) Tenure law, (2) New trustee, (3) Replaced by local teacher, (4) "Politics," and (5) Others. When compared on a percentage basis, dismissals to evade tenure occurred almost as frequently in the towns as in the townships. While in the towns there were only a few dismissals for the other political reasons, in the townships a large number of dismissals for these various reasons were recorded as a result of interviews and correspondence with superintendents.

No apparent discrimination is shown in refusing permanent tenure to administrators and teachers. Teachers lose their positions to be replaced by local applicants to a greater extent than do administrators, while the latter are dismissed more frequently because of "Politics." Staff members who lose their positions because of the tenure law are selected from those with four or five years of service in a position. "New trustee" and "Replaced by local teacher" are reasons given frequently for the dismissal of teachers with fewer than four years of service in a position. The number of dismissals because of the tenure law and for the purpose of giving employment to local teachers increased in recent years. Dismissals because of "New trustee" and "Politics" were prominent especially in 1927 and 1931 after new trustees took office in January of each year. However, judging from the causes of turnover reported by township trustees, it is probable that many of the cases of dismissal in 1927 and 1931 as well as those in other years, which have been classified as "political," resulted from a desire on the part of the trustees and the patrons to improve their schools.

The unfavorable attitude of many superintendents and the large number of teacher-dismissals because of the law's existence lead to the statement that the state legislature in 1933 may have acted wisely in revising the tenure law to exclude township

teachers. The question arises regarding the desirability of continuing the law in town corporations. Various other issues, such as the size of the administrative unit, the system of lay control, and the provision of professional supervision, are closely associated with that of providing security of tenure for teachers in small communities.

Should school officials dismiss teachers to give employment to local applicants? The professional administrator answers "No." However, when the employing official is elected by popular vote, the question cannot be answered so readily. The problems of lay control versus professional control, community enlightenment regarding the functions of a school, and standards for teacher-selection are involved in the issue.

The problem of lay control deserves careful study and consideration. The data presented herein lead to the conclusion that dismissals for political reasons occur less frequently in the towns under a board of school trustees than in the townships controlled by a single trustee. The cause for the difference may be found partially in the fact that a board of school trustees has a superintendent of schools close at hand to advise it regarding the retention of teachers. Several township trustees serve under one county superintendent who may or may not be consulted in regard to teacher-dismissals. Greater co-operation between township trustees and principals would probably improve the situation.

Further comment concerning the foregoing issues will be reserved for the concluding chapter.

CHAPTER VII

AN ANALYSIS OF TURNOVER FOR PERSONAL AND OTHER REASONS

It is the purpose of the present chapter to bring the analysis of causes of turnover to a close by treating in detail the personal, economic, community, miscellaneous, and unknown factors. The amount of space devoted to each factor will correspond somewhat to the number of staff members involved. The chapter is concluded with a treatment of data on essential teacher traits and avoidable and unavoidable turnover.

Personal Causes of Dismissal

A list of causes.--Twenty-nine statements of personal reasons for the dismissal of teachers and administrators are given in Table L. If a teacher marries she is dismissed from her position in a number of the town and township school corporations of Indiana. In some instances the outgoing trustee favored the employment of married women teachers, but his successor dismissed them regardless of their efficiency. The number shown in Table L dismissed because of marriage does not represent the entire number leaving their positions for this reason. It will be shown later that 163 teachers resigned their positions because they were married or were to be married.¹ The number who resigned to avoid dismissal is unknown.

Judging from the causes of dismissal for personal reasons, as shown in Table L, the personality and conduct of a teacher are scrutinized closely in a small community. In the opinion of the superintendents, some of the staff members dismissed were lacking in personality, had financial difficulties, were guilty of immoral conduct, were unable to adapt themselves to their environment, paid too much attention to the opposite sex, were too old for teaching, were untactful, were unpopular with pupils, talked too much, or were deficient in various other respects. No significant differences are noted between the percentage of staff members dismissed for various personal reasons in the towns and in the townships.

A comparison of teacher-groups.--In Table LI the number

¹See Table LIII, p. 95.

TABLE L

FREQUENCY OF PERSONAL REASONS FOR THE DISMISSAL
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Reasons (In Rank Order)	Number of Staff Members		
	Towns	Townships	All
Married	9	46	55
Lack of personality	3	15	18
Financial difficulties	5	11	16
Immorality	4	10	14
Lack of adaptation	1	13	14
Too much attention to opposite sex	1	13	14
Old age	3	10	13
Untactful	5	8	13
Unpopular with pupils	3	8	11
Talked too much	1	7	8
Careless	1	2	3
Family difficulties		3	3
Old-fashioned		3	3
Too dictatorial		3	3
Conduct unbecoming a teacher...		2	2
Lack of poise (nervousness) ...		2	2
Smoked cigarettes		2	2
Voice high-pitched		2	2
An "out-and-out" fool		1	1
Coach--too hot-headed	1		1
High tempered		1	1
Low mentality		1	1
No ambition--plenty of ability, but would not work		1	1
Partial deafness		1	1
Religious fanatic		1	1
Ruled by wife		1	1
"Shop talk"		1	1
Thought he was too big for his job		1	1
Too boisterous in attitude		1	1
Total	37	170	207

of administrators and the number of men and women teachers dismissed for various personal reasons are shown. There were no administrators dismissed because of marriage, which may be explained

TABLE LI

FREQUENCY OF PERSONAL REASONS FOR THE DISMISSAL
OF ADMINISTRATORS AND MEN AND WOMEN TEACHERS

	Frequency		
	Adminis- trators	Teachers	
		Men	Women
Married			55
Lack of personality	1	4	13
Financial difficulties ..	7	8	1
Immorality	2	7	5
Lack of adaptation	5	5	4
Too much attention to opposite sex	1	4	9
Old age	3	4	6
Untactful	3	6	4
Unpopular with pupils ...	2	5	4
Talked too much		2	6
Others (See Table L)	10	7	14
Total	34	52	121

by the fact that very few women are serving as principals and superintendents. Administrators are dismissed because of conduct to a greater extent than are teachers. Perhaps a community expects its principal to set a pattern of behavior for the other members of the staff. Of course men teachers are not dismissed because of their marital status. On the other hand, 45.5 per cent of the women teachers dismissed because of personal reasons lost their positions as a consequence of marriage. The percentage of men dismissed for some of the other personal reasons is larger than the percentage of women. For example, men are found to be deficient in personality traits and are criticized because of their conduct to a greater extent than the women teachers.

Length of tenure in relation to dismissal for personal reasons.--As shown in Table LII, 67 teachers serving their first year in a position were dismissed for personal reasons; 64, serving their second or third year; 54, serving their fourth or fifth year; and 22, serving over five years. It seems strange that personal deficiencies in a teacher are not discovered until after

TABLE LII

NUMBER OF STAFF MEMBERS SERVING FOR VARIOUS TERMS
IN PRESENT POSITION DISMISSED FOR PERSONAL REASONS

Reasons (In Rank Order)	Number of Staff Members Serving for Various Terms			
	One Year	Two or Three Years	Four or Five Years	Six or More Years
Married	11	19	20	5
Lack of personality	9	8	1	
Financial difficulties..	6	3	7	
Immorality	2	7	3	2
Lack of adaptation	7	3	4	
Too much attention to opposite sex	7	3	3	1
Old age	4	1	2	6
Untactful	5	4	4	
Unpopular with pupils ..	4	6		1
Talked too much	3	2	2	1
Others (See Table L)....	9	8	8	6
Total	67	64	54	22

the teacher has served in a position for four or more years. Fifty-one teachers serving four or more years in a position were dismissed for personal reasons other than marriage. It should be noted, however, that the percentage being dismissed because of peculiarities in personality traits is much larger in the case of the first-year group than in the case of the group with tenure of six or more years.

Personal Causes of Resignation

A list of causes.--Marriage plays a larger part in causing teachers to resign their positions than it does in bringing about their dismissal. The foregoing statement is based on a comparison of the evidence presented in Tables L and LIII. Fifty-five teachers were dismissed because of marriage as compared with 163 teachers who resigned.

The other factors may be grouped under two main headings, as follows:

TABLE LIII

FREQUENCY OF PERSONAL REASONS FOR THE RESIGNATION
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Reasons (In Rank Order)	Number of Staff Members		
	Towns	Townships	All
Married	33	130	163
Ill-health	10	32	42
Desire for change	5	24	29
Retired	4	14	18
Died	4	13	17
Resigned to go with husband		9	9
Maternity	2	6	8
Wife of teacher dismissed..		7	7
Illness in family	1	2	3
Moved in self-defense		2	2
Moved with parents		1	1
Resigned because of matri- monial trouble	1		1
Stayed with mother after father's death		1	1
Total	60	241	301

Ill-health and related factors:

Ill-health

Died

Maternity

Illness in family

Stayed with mother after father's death

Others:

Desire for change

Retired

Resigned to go with husband

Wife of teacher dismissed

Moved in self-defense

Moved with parents

Resigned because of matrimonial trouble

Ill-health was responsible for the resignation of 42 teachers; death, of 17; pregnancy, of 8; and illness in family, of 3. One teacher resigned her position to become a companion to her mother after her father's death. Twenty-nine teachers desired

a change in position; 18, retired; 9, resigned to go with husband; 7, were wives of dismissed teachers; 2, moved in self-defense; 1, moved with parents; and 1, resigned because of matrimonial trouble.

A comparison of towns and townships and teacher-groups.--

As shown in Table LIV and Figure 12, no significant differences can be noted between the percentage of teachers resigning their positions in the towns and townships for personal reasons. Ill-health is slightly more evident in the towns, and other reasons in the townships. Only 2 administrators, as compared with 161 teachers, resigned because of marriage. The percentage of administrators resigning because of ill-health and other factors is much larger than that of teachers. The same differences to be noted between administrators and teachers are evident in comparing men and women teachers. Sex is largely responsible for the differences to be noted between the groups.

TABLE LIV

A COMPARISON OF THE NUMBER OF TEACHERS AND ADMINISTRATORS
RESIGNING FOR VARIOUS PERSONAL REASONS

Items of Comparison	Reasons			Total
	Married	Ill-health and Related Factors	Others	
Staff Members:				
Towns	33	17	10	60
Townships	130	54	57	241
All	163	71	67	301
Administrators	2	13	18	33
Teachers	161	58	49	268
Men Teachers	0	10	16	26
Women Teachers	161	48	33	242

Length of tenure in relation to resignation for personal reasons.--The percentage of teachers resigning because of marriage decreases from 72.3 for the first-year group to 32.8 for the group with six or more years of tenure in a position, as is revealed in Table LV. Ill-health and related factors are responsible for the resignation of teachers with the longest tenure to an extent greater than that of teachers in any one of the other tenure groups. Other personal factors brought about the resignation of

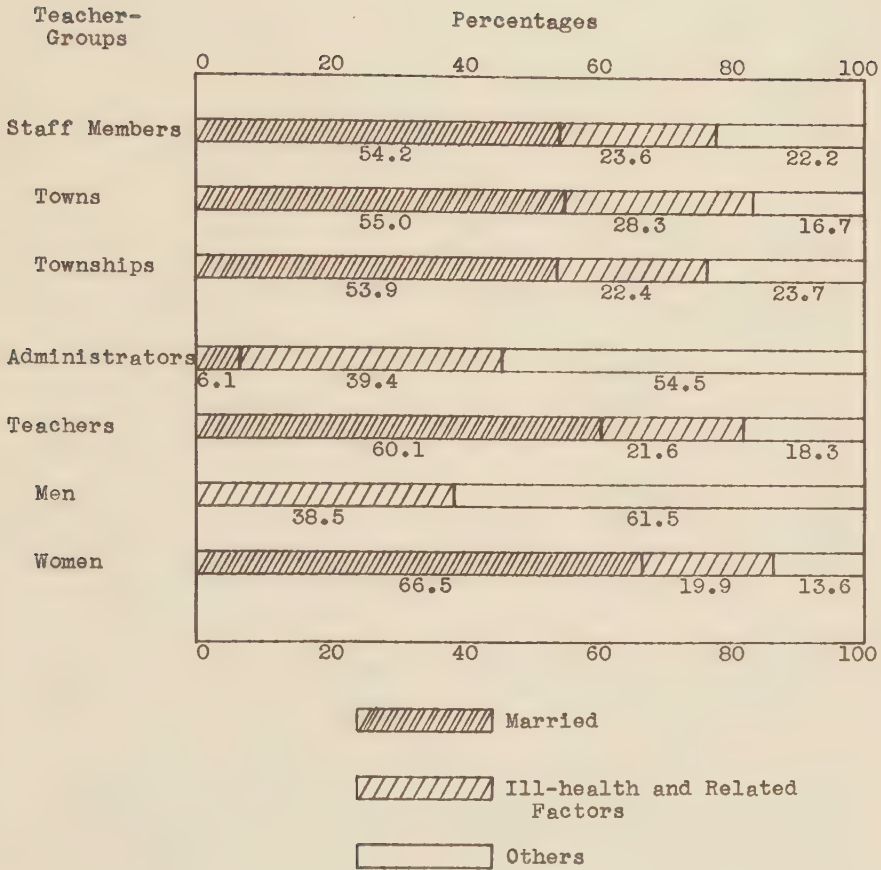


Fig. 12.--Percentage of teachers and administrators resigning for various personal reasons in towns and townships.

TABLE LV

NUMBER AND PER CENT OF TEACHERS AND ADMINISTRATORS
SERVING FOR VARIOUS TERMS IN PRESENT POSITION
RESIGNING FOR PERSONAL REASONS

Tenure in Position	Reasons			Total
	Married	Ill-health and Related Factors	Others	
One Year:				
Number	34	11	2	47
Per cent	72.3	23.4	4.3	100.0
Two or Three Years:				
Number	44	14	10	68
Per cent	64.7	20.6	14.7	100.0
Four or Five Years:				
Number	65	26	32	123
Per cent	52.8	21.1	26.0	99.9
Six or More Years:				
Number	20	19	22	61
Per cent	32.8	31.1	36.1	100.0
Total:				
Number	163	71 ^a	67 ^b	301 ^{ab}
Per cent	54.2	23.6	22.2	100.0

^aOne teacher whose tenure is unknown resigned because of "Ill-health."

^bOne teacher whose tenure was for four or more years, the exact length being unknown, resigned because of a "desire for change."

only 4.3 per cent of the teachers in the first-year group as compared with 14.7 per cent in the second- or third-year group, 26.0 per cent in the fourth- or fifth-year group, and 36.1 per cent in the group with six or more years of tenure.

Economic Causes of Withdrawal

A list of causes for dismissal and resignation.--Within recent years a number of schools have reduced the size of their teaching staffs, a fact which naturally has led to certain

dismissals. In Table LVI the number of staff members losing their positions because of reductions is shown to be 69; the number because of abolishing a department or position, 18; and the number because of the discontinuance of a part-time position, 11. Six staff members were dismissed because the trustees thought they were receiving too much money. In one town the high-school principal was dismissed, his position being assumed by the town superintendent.

TABLE LVI

FREQUENCY OF ECONOMIC REASONS FOR THE WITHDRAWAL
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Reasons (In Rank Order)	Number of Staff Members		
	Towns	Townships	All
I. Cases of Dismissal:			
Reduced staff	12	57	69
Abolished department or position	1	17	18
Discontinued to employ part-time teacher ...		11	11
Dismissed on account of high wages		6	6
Discontinued principal- ship	1		1
Total	14	91	105
II. Cases of Voluntary Resignation:			
Entered other type of work	14	59	73
Accepted position nearer home	5	42	47
Accepted position in home town or township	3	41	44
Reduction in salary...	1	31	32
Discontinued high school		11	11
Took training for other type of work..	2	7	9
Dissatisfied with salary	1	2	3
Desired to be nearer home		2	2
Expected to locate in home school, but lost out	1		1
Trustee refused to increase salary		1	1
Total	27	196	223

As shown in Table LVI, 223 staff members resigned their positions because of economic factors. The largest number of these staff members resigned to enter other types of work; the second largest number, to accept a position nearer home; and the third largest, to accept a position in their home communities. Thirty-two teachers and administrators resigned because their salaries were reduced.

Because of the nature of the economic factors causing dismissals and resignations they are re-grouped under four main headings without regard to whether they are cases of dismissal or resignation. The grouping follows:

Retrenchment:

- Reduced staff
- Abolished department or position
- Discontinued high school
- Discontinued to employ part-time teacher
- Discontinued principalship

Desired to be nearer home:

- Accepted position nearer home
- Accepted position in home town or township
- Desired to be nearer home
- Expected to locate in home school, but lost out

Discontinued teaching:

- Entered other type of work
- Took training for other type of work

Salary difficulties:

- Reduction in salary
- Dismissed on account of high wages
- Dissatisfied with salary
- Trustee refused to increase salary

A comparison of the towns and townships and teacher-groups.--In Table LVII and in Figure 13 the towns and townships and teacher-groups are compared with respect to the numbers and percentages withdrawing because of economic factors. Again no distinction has been made between cases of dismissal and resignation. A larger percentage of the township teachers withdrew because of a desire to be nearer home and because of salary difficulties, while a larger percentage of the town teachers withdrew because of a desire to enter other types of work.

Classroom teachers are affected by retrenchment programs to a greater extent than are principals or superintendents. A principal is needed whether a school has five or six teachers. A larger percentage of the teachers resigned to take a position in or near their home communities. The percentage of administrators withdrawing because of a desire to enter other types of work and

TABLE LVII

A COMPARISON OF THE NUMBER OF TEACHERS AND ADMINISTRATORS
WITHDRAWING FOR VARIOUS ECONOMIC REASONS

Items of Comparison	Reasons				Total
	Retrench- ment	Desired to be Nearer Home	Discon- tinued Teaching	Salary Diffi- culties	
Staff Members:					
Towns	14	9	16	2	41
Townships	96	85	66	40	287
All	110	94	82	42	328
Administrators..	8	12	23	11	54
Teachers	102	82	59	31	274
Men Teachers ...	48	23	44	17	132
Women Teachers..	54	59	15	14	142

because of salary difficulties is larger than that of teachers. Again the differences in percentages between men and women teachers correspond to those between administrators and teachers.

Length of tenure in relation to withdrawals for economic reasons.--As revealed in Table LVIII, staff members serving their first year in a position are compelled to withdraw because of re-trenchment programs to a greater extent than those in other tenure groups. Teachers serving from one to three years in a position resign more readily than other teachers to take a position nearer home. On the other hand, teachers with the longer tenure are more willing to change their type of occupation. All tenure groups have salary difficulties to about an equal extent.

Community Causes of Withdrawal

Community dissatisfaction with a teacher or administrator may bring about his dismissal by school officials. Thirty-four teachers included in this study were dismissed for this reason, as is shown in Table LIX. The coach of an athletic team holds a strategic position in a small school system. Failure to produce a winning team may lead to his dismissal. Although only 12 cases are recorded in Table LIX, there were other cases in which the

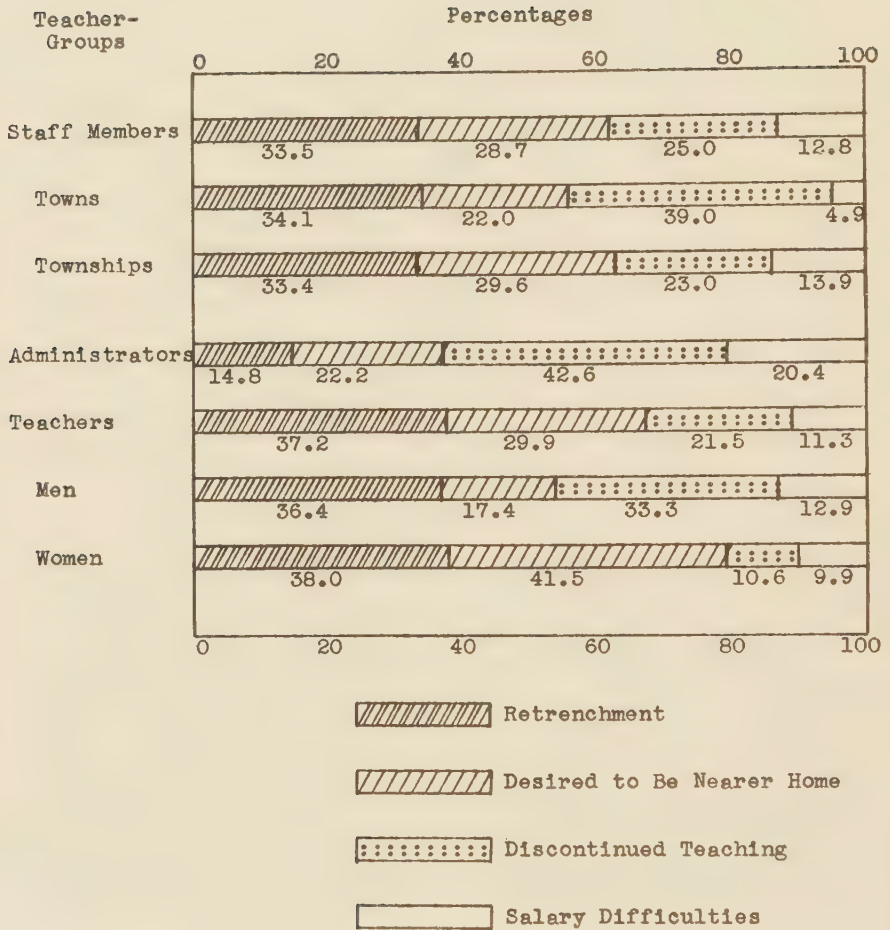


Fig. 13.--Percentage of teachers' and administrators withdrawing for various economic reasons in towns and townships.

TABLE LVIII

NUMBER AND PER CENT OF TEACHERS AND ADMINISTRATORS
SERVING FOR VARIOUS TERMS IN PRESENT POSITION
WITHDRAWING FOR ECONOMIC REASONS

Tenure in Position	Reasons				Total
	Retrench- ment	Desired to Be Nearer Home	Discon- tinued Teaching	Salary Diffi- culties	
One Year:					
Number	46	30	8	8	92
Per cent	50.0	32.6	8.7	8.7	100.0
Two or Three Years:					
Number	26	31	9	14	80
Per cent	32.5	38.75	11.25	17.5	100.0
Four or Five Years:					
Number	23	26	40	11	100
Per cent	23.0	26.0	40.0	11.0	100.0
Six or More Years:					
Number	12	6	24	9	51
Per cent	23.5	11.8	47.1	17.6	100.0
Tenure Unknown	3	1	1		5
Total:					
Number	110	94	82	42	328
Per cent	33.5	28.7	25.0	12.8	100.0

factor was evident.¹ The 24 other cases of dismissal because of community factors are distributed among ten statements, the chief two of which may be classified as failure to take an active part in community affairs.

Of the 70 staff members dismissed, 26 were administrators; 27, men teachers; and 17, women teachers. Twenty-five were serving their first year in a position; 16, their second or third year; 19, their fourth or fifth year; and 9, over five years. The tenure of one teacher was unknown.

Because of the small number of resignations due to community factors, they are not summarized in tabular form. Two men teachers in the towns resigned because of "public gossip," one

¹See treatment of miscellaneous factors, pp. 104-06.

TABLE LIX

FREQUENCY OF COMMUNITY REASONS FOR THE DISMISSAL
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Factors (In Rank Order)	Number of Staff Members		
	Towns	Townships	All
Community dissatisfaction		34	34
Coach's failure to produce winning team	2	10	12
Lack of social adjustment in community		6	6
Inactive in community affairs.	2	3	5
Community wanted former teacher		3	3
K K K--Teacher was anti-K K K.		2	2
Too many outside activities...		2	2
Trustee thought people wanted change in principalship		2	2
A Catholic in a Protestant community		1	1
Active in community controversy		1	1
Didn't fit in with better element	1		1
Trustee thought teacher too decent for community		1	1
Total	5	65	70

township principal resigned owing to sentiment against him which developed when he divorced his wife, and one man was teaching in his home township and resigned because he desired a change. Of those resigning 2 were serving their fourth or fifth year and 2 had been in their positions over five years.

Miscellaneous Causes of Withdrawal

In Tables LX and LXI the number of teachers dismissed and resigning for miscellaneous reasons is given. Twenty-two teachers, dismissed from their positions, were re-employed either in an elementary school in the same township or in the elementary division of the same school. The number of staff members dismissed or resigning for the other reasons is too small to deserve comment.

Of the 67 staff members who were either dismissed or

TABLE LX

FREQUENCY OF MISCELLANEOUS REASONS FOR THE DISMISSAL
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Factors (In Rank Order)	Number of Staff Members		
	Towns	Townships	All
Transferred to another school in township		12	12
Transferred to elementary school	2	8	10
School board desired change ...	6		6
Wife of principal or super- intendent	1	5	6
Needed change		5	5
Coach--poor morale		2	2
A mix-up--trustee discharged all teachers		1	1
Coach--board didn't want to put him on tenure	1		1
Coach--there long enough		1	1
Janitor caused division in faculty		1	1
Misunderstanding in faculty ...		1	1
New principal wanted certain teacher		1	1
Trouble in school		1	1
Trouble with coach--two factions in school		1	1
Waited too long to accept		1	1
Total	10	40	50

resigned for miscellaneous reasons, 18 were administrators and 49, teachers. Of the 49 teachers, 25 were men and 24 were women. Twelve staff members had been in their present position one year; 13, two or three years; 22, four or five years; and 18, six or more years. The tenure of two teachers dismissed was unknown.

Unknown Cases

No information was obtained regarding the withdrawal of 41 staff members, as shown in Table LXII. Sixteen teachers resigned and 5 were dismissed, but the cause of each withdrawal is unknown. Twelve teachers withdrew because of marriage; however, information was not available to permit their classification as cases either of dismissal or of resignation.

TABLE LXI

FREQUENCY OF MISCELLANEOUS REASONS FOR THE RESIGNATION
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Factors (In Rank Order)	Number of Staff Members		
	Towns	Townships	All
A minister--moved away	1	2	3
Desired to move with principal or superintendent	1	2	3
Accepted position in same school with husband	1	1	2
Moved with another teacher who became a principal		2	2
Another school wanted the teacher		1	1
Chance to change--two factions in school		1	1
Dissatisfied with athletics-- too much attention to it to suit principal, who resigned		1	1
Give husband chance to get in system	1		1
He and wife located in same system		1	1
Principal resigned--trouble with superintendent	1		1
Uncertainty of opening school ..	1		1
Total	6	11	17

Among the 74 causes listed as "Unknown," 17 were for administrators; 19, for men teachers; and 38, for women teachers. Eleven were in their first year of tenure; 14, in their second or third year; 39, in their fourth or fifth year; and 10, in at least their sixth year.

Teacher Traits and Their Influence on Turnover

The outstanding feature of the present chapter has been the emphasis placed upon personal factors as causes of teacher withdrawals. Among those factors may be found peculiarities in personality traits which have brought about the dismissal of teachers and administrators. In examining the list of professional reasons for the dismissal of teachers presented in chapter

TABLE LXII

FREQUENCY OF UNKNOWN REASONS FOR THE WITHDRAWAL
OF STAFF MEMBERS IN TOWNS AND TOWNSHIPS

Item	Number of Staff Members		
	Towns	Townships	All
No information	3	38	41
Resigned--cause unknown	3	13	16
Married--either dismissed or resigned voluntarily		12	12
Dismissed--cause unknown	1	4	5
Total	7	67	74

V,¹ a group of reasons will be found which may be classified under the heading of teacher traits. A few teacher traits will even be discovered in the lists of reasons for the dismissal of teachers given under the headings of political, community, and miscellaneous factors.²

Charters and Waples in The Commonwealth Teacher-Training Study present a list of twenty-five teacher traits which have been rated by competent judges as essential for a teacher in a secondary school.³ The twenty-five traits are reproduced here in alphabetical order with statements taken from the present study to show how the absence of desirable teacher traits has led to the dismissal of secondary teachers in the smaller schools of Indiana.

1. Adaptability

"Lack of adaptation"

"Lack of social adjustment in community"

2. Attractiveness

"Old-fashioned [in dress]"

¹See Table XXV, p. 52.

²See Tables XL, LIX, and LX, pp. 72, 104, and 105.

³W. W. Charters and Douglas Waples; p. 18. Chicago: The University of Chicago Press, 1929. The traits are ranked according to their importance for teachers of the several grade-levels.

3. Breadth of interest
 - "Deterioration"
 - "Unpopular with pupils"
 - "Unpopularity of department"
4. Carefulness
 - "Careless"
5. Considerateness
 - "Too boisterous in attitude"
 - "Too dictatorial"
 - "Untactful"
6. Co-operation
 - "Disturbing element--wanted to run school"
 - "In difficulty with principal"
 - "Insubordination"
 - "Lack of co-operation"
 - "Poor attitude"
 - "Raised too much 'hell' in school system"
7. Dependability
 - "Man teacher--partial to girls with grades"
8. Enthusiasm
 - "Didn't work at job"
9. Fluency
 - "Low mentality"
 - "Weakness in knowledge of subject matter "
10. Forcefulness
 - "Unsatisfactory as principal"
 - "Weakness in discipline"
11. Good judgment
 - "An 'out-and-out' fool"
12. Health
 - ("Ill-health" was directly responsible for
42 resignations.)
13. Honesty
 - "Financial difficulties"
14. Industry
 - "Didn't work at job"
 - "Lack of progress"
 - "No ambition--plenty of ability, but would not work"
15. Leadership
 - "Coach--poor morale"
 - "Lack of initiative"
 - "'Poor' organizer and administrator"
 - "Ruled by wife"
16. Magnetism
 - "Lack of personality"

17. Neatness
"Careless"
18. Open-mindedness
"A radical politically"
"Religious fanatic"
19. Originality
"Lack of initiative"
20. Progressiveness
"Lack of progress"
"No ambition--plenty of ability, but would not work"
21. Promptness
"Careless"
22. Refinement
"Conduct unbecoming a teacher"
"Didn't fit in with better element"
"Immorality"
"Thought he was too big for his job"
"Too much attention to opposite sex"
23. Scholarship
"Low mentality"
"Low standards of pupil achievement"
"Weakness in knowledge of subject matter"
24. Self-control
"Coach--too hot-headed"
"High-tempered"
"Lack of poise--nervousness"
"Talked too much"
25. Thrift
"Financial difficulties"

The foregoing evidence justifies questions regarding the selection and training of students for teaching in the secondary schools. Can a student's deficiencies in essential traits be discovered and remedial training be given to him before he enters upon a career as a teacher? Is it necessary to wait for school officials to discover these deficiencies after a candidate is on the "job"? The problem presented herewith deserves further consideration.

What Constitute Avoidable and Unavoidable Turnover?

As a concluding statement to the chapters dealing with causes of turnover, it is in place to answer the question, "What constitute avoidable and unavoidable turnover?" The question is especially pertinent because of the lack of norms for determining the seriousness of the problem of teacher turnover in a given school or in a group of schools.

The factors causing a turnover among the teaching staffs at the close of 1930-31 were studied in detail and arranged in three groups for the towns and townships. The first group of causes represented those which may be considered as avoidable; the second group, those which may be considered as unavoidable; and the third group, those which may be considered as doubtful. The results of this study are shown in Table LXIII.

All causes of dismissal were grouped with the avoidable, except those classified as economic factors and a portion of those classified as miscellaneous. Under present conditions dismissals

TABLE LXIII

FREQUENCY OF AVOIDABLE AND UNAVOIDABLE CAUSES
OF TURNOVER IN 1931

Major Causes	Number of Causes					
	Avoidable		Unavoidable		Doubtful	
	Towns	Townships	Towns	Townships	Towns	Townships
I. Cases of Dismissal:						
A. Professional...	36	278				
B. Political	26	448				
C. Personal	25	125				
D. Economic					14	74
E. Community	3	46				
F. Miscellaneous..	1	13			1	11
Total	91	910	--	--	15	85
II. Cases of Voluntary Withdrawal:						
A. Professional...		2	27	221		
B. Political		6				
C. Personal		5	24	133		
D. Economic	1		8	93		26
E. Community	1					
F. Miscellaneous..	1			6		
Total	3	13	59	453	--	26
III. Unknown	--	--	--	--	2	25
All Causes:						
Number	94	923	59	453	17	136
Per cent	55.3	61.0	34.9	30.0	10.0	9.0

will continue for professional, political, personal, and other causes. It is too much to expect that the causes of dismissal will ever be entirely eliminated. However, with the better selection of candidates for teaching, with more adequate training programs, and with an improved administrative system an appreciable reduction can be made in the number of dismissals. Without sufficient knowledge concerning individual cases economic factors had to be rated as doubtful. The depression, no doubt, was responsible for many of the dismissals for economic reasons.

With few exceptions the causes of resignation were considered to be unavoidable. However, with a reduction in cases of dismissal the opportunities for making voluntary changes will be fewer in number. The political factors causing resignations were rated as avoidable and approximately one-fifth of the economic factors causing resignations were grouped with the doubtful cases. The unknown causes were rated as doubtful.

In summary, 55.3 per cent of the causes of withdrawal in the towns and 61.0 per cent of those in the townships were considered to be avoidable. Thirty-four per cent of those in the towns and 30.0 per cent of those in the townships were rated as unavoidable. The remaining cases grouped as doubtful represent 10.0 per cent of those in the towns and 9.0 per cent of those in the townships.

If five withdrawals in nine in the towns and three withdrawals in five in the townships could have been avoided in 1931 the rate of turnover could have been reduced to approximately 7.5 per cent in the towns and to approximately 14.0 per cent in the townships.¹ With a reduction in the rate of turnover due to cases of dismissal, there will come necessarily a reduction in the rate due to voluntary resignations. Teachers who wish to remain in the profession will usually not resign voluntarily unless they feel that another position can be located. While such a condition may not meet with the approval of the more-ambitious members of the teaching corps, it will tend to stabilize the profession and cause teachers and administrators to be more concerned with increasing the efficiency of "their" school; that is, the one in which they are working now and in which they expect to be working next year.

¹For rate of turnover in 1931 see chap. III, pp. 20-25.

CHAPTER VIII

TEACHER-QUALIFICATIONS AND TURNOVER

Although there has been a high rate of teacher turnover among the smaller secondary schools of Indiana, what progress has been made during a five-year period in respect to the qualifications of teachers? Are the teachers in the smaller schools remaining in the profession for a longer period of time, are they obtaining more training, and are they receiving better salaries than they were a few years ago? Are teachers who have longer tenure better qualified than those with shorter tenure? What are the qualifications of the teachers who either willingly or unwillingly change their positions for various reasons at the close of the school year? How do the qualifications of the turnover group compare with those of the retained group and with those of the replacement group?

The foregoing questions, as well as similar ones pertaining to administrators and all staff members, are treated at some length in the present chapter. Throughout the discussion, teacher-qualifications will be interpreted to mean experience and training. Because of their relationship to the qualifications of teachers the salaries of staff members will also be shown. Median success grades indicating teacher ratings are given in connection with a portion of the treatment of qualifications.

Teacher-Qualifications

Qualifications in 1926-27 and 1931-32 compared.¹--In Table LXIV the median experience, training, and salary of the teachers and administrators in the town and township secondary schools for

¹The data on teacher-qualifications were collected during the year 1931-32 and consequently those for later years were not available. The two periods selected--1926-27 and 1931-32--are separated by five years; the first year represents the period before the tenure law was in operation and the second year the period after the law had been in operation for several years. Furthermore, the economic depression was not felt in the schools to such an extent in 1931-32 as it has been during more recent years.

TABLE LXIV

MEDIAN EXPERIENCE, TRAINING, AND SALARY OF TEACHERS AND ADMINISTRATORS IN TOWN AND TOWNSHIP SECONDARY SCHOOLS IN 1926-27 AND IN 1931-32

Item	Towns			Townships		
	Admin- istra- tors	Teach- ers	All	Admin- istra- tors	Teach- ers	All
Experience in years:						
1926-27	13.0	5.1	6.6	13.4	5.1	6.4
1931-32	16.5	7.0	8.5	14.9	5.6	7.0
Training in weeks:						
1926-27	157.8	143.9	144.0	144.4	143.7	143.8
1931-32	179.9	144.5	149.0	178.1	146.3	150.6
Salary per year:						
1926-27	\$2,050	1,423	1,473	2,008	1,349	1,423
1931-32	2,267	1,439	1,484	1,973	1,296	1,351

the two years concerned are shown.¹ In the town secondary schools in 1926-27 the administrators had a median experience of 13.0 years, and the teachers, 5.1 years. In 1931-32 the median experience of the town administrators was 16.5 years and of the town teachers, 7.0 years. The data show a gain of 3.5 years for the administrative group and a gain of approximately 2 years (1.9) for the teaching group.

In 1926-27 the township principals had a median experience of 13.4 years, slightly higher than that for town administrators, but in 1931-32 the median experience of the township group had increased only to 14.9 years, representing a gain of 1.5 years. In 1926-27 the township secondary teachers had served in their positions on the average for the same length of time as the town teachers; namely, 5.1 years. By 1931-32 the median experience of the township teachers had increased to 5.6 years, showing a gain of one-half year as compared with a gain of almost two years for the town teachers.

The effects of varying rates of turnover on teaching

¹Success grades were not given in the principals' reports for 1926-27.

staffs are evident in the foregoing comparisons of median experience. The town schools with a much lower rate of turnover are getting and holding administrative and teaching staffs with greater experience than are the township schools with a higher turnover rate.

It is worthy of note that in 1926-27 the towns and townships were employing beginning teachers to an almost equal extent; that is, 15.3 per cent of the town teachers and 15.2 per cent of the township teachers were beginners. However, by 1931-32 the percentages had dropped to 6.6 for the towns and to 10.5 for the townships. Evidently the town schools are shifting the responsibility for employing beginning teachers to the township schools.

In 1926, 46.7 per cent of the township principals had more than 144 weeks of training, as compared with 66.7 per cent of the town principals and superintendents. By 1931-32 the percentage of township principals with such training had increased to 89.6 and the percentage of town administrators, to 93.5. In terms of median weeks of training the township principals were 13.4 weeks below the town group in 1926-27, but in 1931-32 they were only 1.8 weeks below. The township teachers had a median training of 143.7 weeks in 1926-27, which was slightly lower than that for the town teachers. However, by 1931-32 the township group had forged ahead of the town group, the respective median weeks of training being 146.3 and 144.5. It is interesting to see the large percentage of teachers, especially in the township schools, obtaining advanced training.

The high rate of turnover among township teachers may cause them to obtain additional training in order to be better able to compete for positions which result from such turnover. Because of the insecurity of his position, a teacher may be inclined to increase his professional qualifications, a fact which may not only help him hold his position, but may also help him in obtaining another position in case he is one of the turnovers.

In comparing salaries of staff members for the two years, 1926-27 and 1931-32, the situation in the town schools is again better than in the township schools. The median salary for town administrators in 1926-27 was \$2,050 as compared with a median salary for township principals of \$2,008. Five years later the median town administrator was receiving a larger salary, while the median township principal was receiving a smaller one.

A similar occurrence will be noted in examining the median salaries for town and township teachers. The median salary for town teachers in 1931-32 was higher than that in 1926-27; on the other hand, the median salary of township teachers in 1931-32 was lower than that in 1926-27. No doubt township teachers were

beginning to feel the results of the depression before the town teachers. It is also probable that the town school officials were less inclined to lower teachers' salaries than the township trustees. Perhaps a number of trustees were elected in the fall of 1930 on a pledge to lower school costs, which to the average rural community means teachers' salaries.

The existence of higher salaries in the towns is partially due to the fact that there is a definite relationship between length of tenure and the amount of a teacher's salary.¹ A new teacher in a system usually receives a lower salary for his first year than a teacher with longer tenure. With frequent turnovers the median salary of township teachers will not, in normal times, increase so rapidly as that paid to town teachers, who on the whole remain in their positions for a longer period. The higher median salary for the towns may mean, further, that school officials are less inclined to give a teacher with several years of tenure in a position a decrease in salary than one new in the system.

Qualifications of Indiana teachers compared with those of teachers in other states.--In the National Survey of Secondary Education the experience, training, and salaries of principals and teachers in smaller secondary schools are reported. For comparative purposes information concerning the principals and teachers in an unselected group of schools was compiled from the report² and placed in Table LXV along with information concerning principals and teachers in the township secondary schools of Indiana.

Indiana teachers and principals outrank the teachers and principals included in the survey report in median experience. Indiana principals have had a greater amount of professional training as shown by the median number of semester hours in education. However, in amount of general training, including professional, the principals in the National Survey rank above those in the Indiana group. The data on salaries are not as comparable as those for the other items in the table, because of a general lowering of salaries in 1931-32. Considering the median salary received by the staff members withdrawing in 1930-31 from the Indiana schools, there is an indication the salary situation in Indiana was not so favorable as that in the schools included in the National study.

Length of Tenure and Qualifications

The relationship existing between length of tenure in a

¹For evidence on this point, see Tables LXVI and LXVII, pp. 117 and 119.

²Ferriss, Gaumnitz, and Brammell, op. cit., pp. 55 ff.

TABLE LXV

QUALIFICATIONS OF TEACHERS AND PRINCIPALS IN SMALLER
SECONDARY SCHOOLS AS REPORTED IN THE NATIONAL SURVEY
OF SECONDARY EDUCATION COMPARED WITH THOSE OF
TOWNSHIP TEACHERS AND PRINCIPALS OF INDIANA

Item of Comparison	Percentages			
	National Survey, 1930-31 ^a		Indiana Townships, 1931-32	
	Principals	Teachers ^b	Principals	Teachers ^b
Experience:				
Median (years)	10.8	3.4	14.9	5.6
Percentage with 5 years or less	20.1		3.3	
Percentage with 5 years or more		44.1		58.9
Training:				
Percentage with fewer than 4 years	3.6		4.1	
Percentage with 5 years or over..	42.8		31.8	
Semester hours in education-- median	30.2		44.8	
Salary:				
Median	\$2,454	1,479	1,973 ^c	1,296
First quartile	1,879	1,296	1,815	1,218

^aThe group includes only the unselected secondary schools.

^bData on training not comparable.

^cIn 1930-31 Indiana township principals withdrawing received a median salary of \$2,029, and the teachers withdrawing, \$1,358.

position and teacher-qualifications is shown for 1926-27 and 1931-32 by dividing the staff members into four groups; namely, those with one year of tenure, those with two and three years of tenure, those with four and five years of tenure, and those with six years or more of tenure in a position. The four groups in

the town and township schools are compared on the basis of experience, training, and salaries in 1926-27, and on the basis of experience, training, success grades, and salaries in 1931-32. To conclude the section, the qualifications of permanent-tenure teachers and administrators both before and since reaching their present status are considered.

Various tenure groups compared.--The data on median experience for 1926-27 show definitely that there is a relationship between tenure in the profession and tenure in a position. As shown in Table LXVI, the median experience of all staff members

TABLE LXVI

MEDIAN EXPERIENCE, TRAINING, AND SALARY OF TEACHERS AND ADMINISTRATORS IN TOWN AND TOWNSHIP SECONDARY SCHOOLS IN 1926-27 IN RELATION TO TENURE IN PRESENT POSITION

Item of Comparison: Tenure in Years	Towns			Townships		
	Admin- istra- tors	Teach- ers	All	Admin- istra- tors	Teach- ers	All
Experience in years:						
First-year group ..	9.9	2.8	3.5	10.8	3.2	4.0
Second-third	11.0	5.3	6.0	13.0	5.2	6.2
Fourth-fifth	13.7	9.0	9.5	13.4	9.1	10.4
Sixth-year or over	16.1	14.7	15.3	17.1	14.3	15.5
All	13.0	5.1	6.6	13.4	5.1	6.4
Training in weeks:						
First-year group ..	161.9	143.9	144.0	144.4	143.7	143.8
Second-third	146.5	143.9	144.1	144.3	143.8	143.9
Fourth-fifth	152.2	143.6	143.9	144.9	143.5	143.8
Sixth-year or over	160.5	143.8	144.4	148.2	129.5	143.9
All	157.8	143.9	144.0	144.4	143.7	143.8
Salary per year:						
First-year group ..	\$1,950	1,382	1,412	1,844	1,288	1,320
Second-third	1,895	1,434	1,470	2,042	1,402	1,453
Fourth-fifth	2,050	1,455	1,520	2,029	1,429	1,498
Sixth-year or over	2,250	1,486	1,594	2,035	1,463	1,631
All	2,050	1,423	1,473	2,008	1,349	1,423

both in the towns and in the townships increases with an increase in tenure.

Variations worth noting in amount of training are few in number. The median training of the town administrators serving their first year in a position was higher by several weeks than that of the next two groups. The median training of township teachers serving over five years in a position was considerably lower than that of the other groups.

In the case of teachers there is an increase in salary with an increase in tenure. Variations are noted in the case of the administrators, although the group with a tenure of six years or over received higher salaries than any of the other groups in the town schools and higher than two of the other groups in the township schools. The annual increments, if any, of the teachers were evidently smaller and more gradual than those of the administrators.

Table LXVII shows that there is one exception to the rule that median experience increases with length of tenure in a position. Town and township administrators serving their first year in a position do not rank lowest in median experience. This evidence corresponds to that presented in the previous section in which it was found that the more-experienced administrators were in the turnover group. In recent years the older and more-experienced administrators, according to the evidence secured, are in the turnover group to a greater extent than they were a few years ago.

In 1931-32 the older teachers and administrators in point of service in a position were ahead of the first-year group in amount of training. However, many variations in amount of training among the groups are noted, which lead to the conclusion that there is no definite relationship between tenure and training.

Although there are exceptions, teachers and administrators with the longer tenure receive higher success grades and also larger salaries. A staff member who is successful will be rewarded in a well managed school system by an increase in salary and by a recognition of merit in some manner, which may mean in the smaller secondary schools of Indiana a higher success grade, an honor held in great esteem by some teachers.

The teachers and administrators serving their sixth year or over whose qualifications are shown in Table LXVII are the staff members on permanent tenure. A further analysis of their qualifications is in order.

Qualifications of permanent-tenure teachers.--Teachers and administrators on permanent tenure in 1931-32 who have held the same positions since 1926-27 are divided into two groups;

TABLE LXVII

MEDIAN EXPERIENCE, TRAINING, SUCCESS GRADE, AND SALARY OF
TEACHERS AND ADMINISTRATORS IN TOWN AND TOWNSHIP
SECONDARY SCHOOLS IN 1931-32 IN RELATION
TO TENURE IN PRESENT POSITION

Item of Comparison: Tenure in Years	Towns			Townships		
	Admin- istra- tors	Teach- ers	All	Admin- istra- tors	Teach- ers	All
Experience in years:						
First-year group ..	14.8	3.8	4.1	14.3	4.2	5.1
Second-third	13.3	5.0	5.5	13.8	4.4	5.1
Fourth-fifth	15.5	8.5	9.3	13.8	7.5	8.7
Sixth-year or over	18.6	13.0	14.7	18.0	13.7	14.8
All	16.5	7.0	8.5	14.9	5.6	7.0
Training in weeks:						
First-year group ..	177.0	144.3	144.3	173.8	145.0	148.9
Second-third	180.4	144.9	147.3	177.7	146.5	149.6
Fourth-fifth	179.9	151.0	154.2	179.6	148.9	153.9
Sixth-year or over	179.7	144.5	152.5	179.7	146.2	156.6
All	179.9	144.5	149.0	178.1	146.3	150.6
Success grade:						
First-year group ..	98.0	95.7	95.9	97.6	95.3	95.8
Second-third	97.7	95.2	95.4	97.6	93.9	94.1
Fourth-fifth	98.0	96.6	96.8	97.5	96.0	96.3
Sixth-year or over	98.1	97.2	97.6	97.9	97.0	97.3
All	98.0	96.1	96.5	97.6	95.2	95.8
Salary per year:						
First-year group ..	\$2,100	1,352	1,364	1,897	1,266	1,285
Second-third	2,512	1,426	1,447	1,964	1,293	1,329
Fourth-fifth	2,212	1,467	1,512	1,994	1,389	1,445
Sixth year or over.	2,380	1,514	1,617	2,043	1,424	1,546
All	2,267	1,439	1,484	1,973	1,296	1,351

namely, those with five or fewer years of tenure in their positions in 1926-27 and those with over five years of tenure in 1926-27. Thus, the staff members in the first group were placed on tenure since 1926-27 and those in the second group as soon as the law became effective. The median amounts of training and median salaries of the two groups in 1926-27 and again in 1931-32 are shown in Table LXVIII.

TABLE LXVIII

MEDIAN TRAINING AND SALARY OF TEACHERS AND ADMINISTRATORS IN
1926-27 AND IN 1931-32 SERVING CONTINUOUSLY DURING THE
PERIOD IN THE SAME POSITION IN THE TOWN AND
TOWNSHIP SECONDARY SCHOOLS

Item of Comparison	Length of Tenure in 1926-27			
	Five Years or Less		Over Five Years	
	Adminis- trators	Teachers	Adminis- trators	Teachers
<u>Towns</u>				
Training:				
1926-27	164.8	143.9	159.0	143.6
1931-32	180.0	145.5	175.8	144.4
Salary:				
1926-27	\$1,983	1,409	2,075	1,456
1931-32	2,425	1,520	2,388	1,470
<u>Townships</u>				
Training:				
1926-27	144.2	143.6	144.0	124.5
1931-32	179.8	149.5	159.0	144.0
Salary:				
1926-27	\$1,836	1,306	2,000	1,441
1931-32	2,032	1,418	2,025	1,450

In training the administrators show that they have made great strides forward. During the period the township principals with fewer than six years of tenure in 1926-27 were more active in obtaining further training than the township principals with longer tenure and the town principals and superintendents. The administrators with the longer tenure have not gone so far in their training as those with the shorter tenure. Age is a factor which may in part account for the difference. Older men may not be so inclined to receive additional training as younger men.

Both groups of teachers in the towns and townships have obtained additional training during the period as indicated by the median amounts shown in the table. Teachers with the shorter tenure have obtained more training than those with the longer tenure. Here again age is probably an important factor.

In 1926-27 teachers and administrators with the shorter tenure were getting smaller median salaries than those with longer tenure. By 1931-32 the first group, in all cases except one, received the larger median salaries. The fact may indicate that the first-group members, because of their progressiveness, as evidenced by their training, received greater reward in the form of salary increases.

In summary, the evidence presented herein shows that teachers on permanent tenure have continued to obtain additional training. In Table LXVII it was shown that staff members on permanent tenure have served in the profession for a longer period of time than other members and, furthermore, are as well trained.

Qualifications of Teachers Remaining and Withdrawing

Do the schools lose their more-experienced, their better-trained, and their higher-paid teachers and administrators by turnover? An examination of the data will help in answering the question for the years concerned. The teachers and administrators in the town and township secondary schools were divided into two groups--the first being those staff members who were retained and the second those who withdrew--for the years 1926-27 and 1931-32.

Table LXIX shows that in the town and township schools at the close of the school year, 1926-27, the teachers and administrators withdrawing were the less experienced of the two groups. A greater difference is noted between the two groups in the town schools. The difference in median experience for the town administrators is 3 years and for the township principals less than one-half year (.4). The median experience of the town teachers remaining exceeded by over 2 years that of their fellow-workers withdrawing. In the case of the township teachers the difference was slightly more than one-half year (.6). The differences between the groups in amount of training are not significant. In fact, they are too small to deserve mention. The differences in salary are in favor of the group remaining.

As shown in Table LXX, at the close of the school year, 1931-32, the administrators withdrawing had more experience than the administrators remaining, both in the towns and in the townships. However, the teachers remaining in both types of school district had more experience than those withdrawing. Corresponding to an increase in the median experience of all staff members, the medians for the groups in 1931-32 are higher than those in 1926-27. As in 1926-27, the differences between the groups in amount of training are on the whole insignificant. The success grades of the group withdrawing were on the average smaller than

TABLE LXIX

MEDIAN EXPERIENCE, TRAINING, AND SALARY OF TEACHERS AND ADMINISTRATORS REMAINING IN THE TOWN AND TOWNSHIP SECONDARY SCHOOLS IN 1926-27 COMPARED WITH THOSE OF TEACHERS AND ADMINISTRATORS WITHDRAWING

Item of Comparison	Towns			Townships		
	Re- main- ing	With- draw- ing	Total	Re- main- ing	With- draw- ing	Total
Experience in years:						
Administrators ...	13.7	10.7	13.0	13.4	13.0	13.4
Teachers	6.0	3.9	5.1	5.4	4.8	5.1
All	7.5	4.9	6.6	7.1	5.7	6.4
Training in weeks:						
Administrators ...	157.2	158.4	157.8	144.4	144.5	144.4
Teachers	143.9	143.8	143.9	143.7	143.6	143.7
All	144.0	144.0	144.0	143.8	143.8	143.8
Salary per year:						
Administrators ...	\$2,090	1,878	2,050	2,032	1,872	2,008
Teachers	1,429	1,411	1,423	1,358	1,330	1,349
All	1,483	1,452	1,473	1,445	1,391	1,423

for those remaining. Again, the salaries of the turnover group were smaller.

The fact that the schools are able to retain their more-experienced teachers seems to justify favorable comment. The teacher with the greater experience should be more valuable to a school than the one with the lesser experience. With the information at hand it would seem that the situation is as it should be; namely, the teachers withdrawing are the less-experienced members of the staff. This fact may not always mean, however, that the less-efficient members have withdrawn.

The differences in experience between the retained and withdrawing groups, considering the teachers only, were larger in the towns than in the townships for both years. Teachers in the town schools enjoy greater length of tenure than township teachers. Evidently teachers with long tenure are less likely to desire a change than those with short tenure. Town administrators may be more critical of younger teachers than the township administrators; however, after a teacher has passed a probationary period in the

TABLE LXX

MEDIAN EXPERIENCE, TRAINING, SUCCESS GRADE, AND SALARY OF
TEACHERS AND ADMINISTRATORS REMAINING IN THE
TOWN AND TOWNSHIP SECONDARY SCHOOLS IN 1931-32
COMPARED WITH THOSE OF TEACHERS AND
ADMINISTRATORS WITHDRAWING

Item of Comparison	Towns			Townships		
	Re- main- ing	With- draw- ing	Total	Re- main- ing	With- draw- ing	Total
Experience in years:						
Administrators ...	15.9	18.7	16.5	14.7	15.6	14.9
Teachers	7.5	5.3	7.0	5.8	5.2	5.6
All	9.0	6.1	8.5	7.4	5.9	7.0
Training in weeks:						
Administrators ...	179.9	179.8	179.9	178.0	179.5	178.1
Teachers	144.4	146.9	144.5	146.7	145.8	146.3
All	148.9	149.0	149.0	150.6	149.0	150.6
Success grade:						
Administrators ...	98.0	96.8	98.0	97.6	97.7	97.6
Teachers	96.3	95.4	96.1	95.4	94.8	95.2
All	96.7	95.7	96.5	96.0	95.3	95.8
Salary per year:						
Administrators ...	\$2,279	2,050	2,267	1,984	1,929	1,973
Teachers	1,447	1,410	1,439	1,312	1,270	1,296
All	1,497	1,435	1,484	1,375	1,287	1,351

town schools his tenure in position is fairly secure.

In 1926-27 the administrators retained outranked those withdrawing in respect to median experience. Apparently, the same factors were at work in the case of administrators as of teachers to cause the differences in favor of the retained group. However, in 1931-32 a different situation is shown. Why should the turnover group be the more experienced? Evidently factors were operative in 1931-32 that were not present in 1926-27.

In a later section¹ which discusses the causes of withdrawal in relation to experience, it will be shown that administrators who were dismissed because of economic factors outranked in median experience all others withdrawing for various reasons. Furthermore, administrators resigning in the towns and townships

¹See Table LXXI, p. 125.

because of economic factors ranked at the top of the list. The older and more experienced administrators were among those who were dismissed because of high salaries or who resigned because of refusal to accept lower salaries.¹

Insignificant differences in amount of training indicate that amount of training plays a very small part, if any, as a selective factor. The chief factors in connection with training are quality and type as indicated by the professional causes of dismissal.² Thorough training in professional technique and subject matter are more essential as factors in teacher retention than a mere accumulation of weeks of training.

The differences in success grades and salaries can be explained in all cases, except in that of administrators in 1931-32, by the fact that the turnover groups were younger and less experienced and, judging from data presented in chapter III, had less tenure in a position.³

In summary, it may be stated definitely that the schools retain their more-experienced teachers and higher-paid teachers and administrators, that they may or may not retain their more-experienced administrators, and that in amount of training the retained members of the staff do not excel those withdrawing.

Qualifications of Teachers Withdrawing for Various Reasons

The causes of dismissal and resignation of teachers were grouped into six major factors; namely, professional, political, personal, economic, community, and miscellaneous. It is the purpose of the present section to see what differences exist in the qualifications of teachers and administrators withdrawing for the various causes grouped under the major headings. The median experience, training, success grade, and salary will be presented for teachers and administrators dismissed or resigning for various reasons in 1931. Teachers dismissed because of the tenure law will receive special treatment.

Median experience.--The significant data shown in Table LXXI may be summarized in a few statements. The township teachers dismissed for professional reasons had only 1.4 years of experience. In other words, the teachers young in experience are the ones who are lacking in professional efficiency. Teachers dismissed

¹The economic factor as a cause of withdrawal is discussed at length in chap. VII, pp. 98-101.

²See Table XXV, p. 52.

³See Table XV, p. 33.

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TABLE LXXI

MEDIAN EXPERIENCE IN YEARS OF TEACHERS AND ADMINISTRATORS
WITHDRAWING FOR VARIOUS REASONS FROM THE TOWN AND
TOWNSHIP SECONDARY SCHOOLS IN 1931

Major Factors Causing Withdrawal	Towns			Townships		
	Admin- istra- tors	Teach- ers	All	Admin- istra- tors	Teach- ers	All
I. Cases of Dismissal:						
A. Professional ...	16.5	6.5	7.0	19.5	1.4	1.8
B. Political	16.5	6.0	8.5	15.1	5.3	6.9
C. Personal	13.0	6.0	6.2	24.2	4.8	5.3
D. Economic	20.5	5.0	6.0	28.0	5.5	5.6
E. Community	----	4.0	4.0	13.0	4.3	10.0
F. Miscellaneous ..	----	7.0	7.0	29.3	4.3	5.0
Total	16.0	5.6	6.5	16.1	4.8	5.9
II. Cases of Voluntary Withdrawal:						
A. Professional ...	15.0	4.5	5.3	13.0	4.4	6.4
B. Political	----	---	---	14.0	4.0	8.0
C. Personal	----	4.0	4.0	15.0	4.5	5.1
D. Economic	23.5	9.5	12.0	16.5	6.1	6.8
E. Community	----	3.0	3.0	----	----	---
F. Miscellaneous...	----	4.0	4.0	12.0	16.5	14.2
Total	16.5	4.5	5.4	14.7	4.6	5.7
III. Unknown	10.5	---	10.5	----	5.0	5.0
All Cases	15.5	5.2	6.2	15.3	4.8	5.8

for political reasons in both the towns and the townships had served as teachers for a longer period of time on the average than all teachers dismissed for various reasons in each type of school corporation. The experienced teacher is more likely to be dismissed for political reasons than the inexperienced. The tenure law was evidently operative at this juncture.

Median training.--As shown in Table LXXII, significant differences do not exist in the amount of training possessed by either teachers or administrators, dismissed or resigning for various reasons. The median amount of training obtained by a teacher withdrawing was at least 144 weeks or the equivalent of

TABLE LXXII

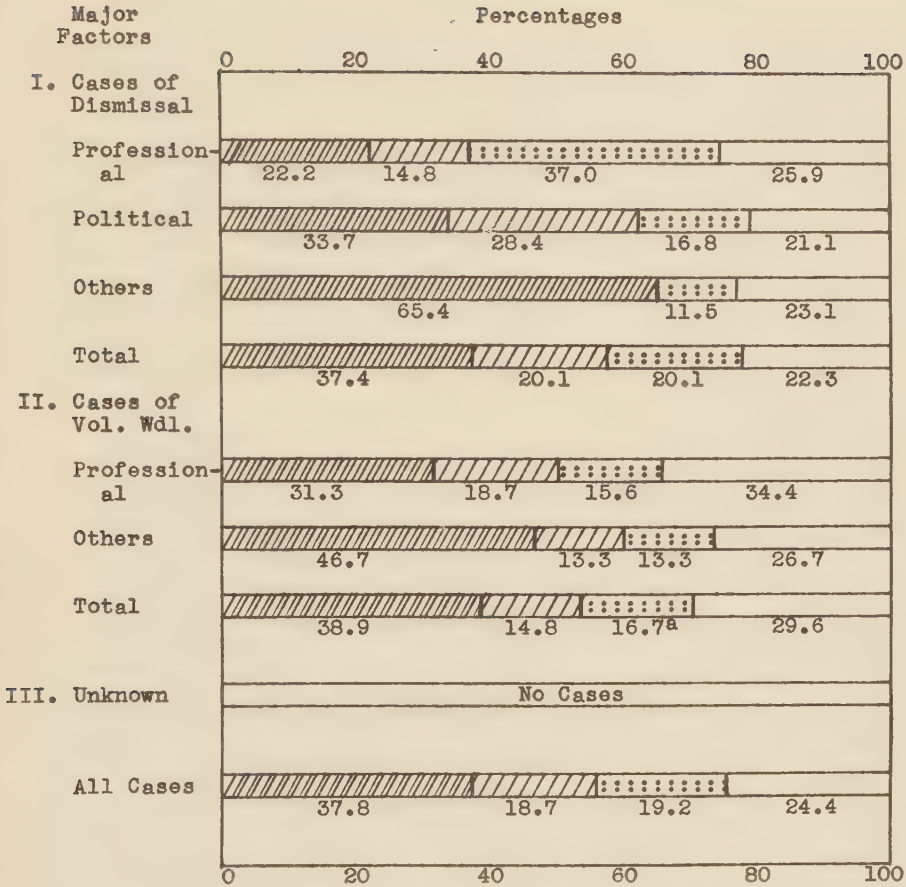
MEDIAN TRAINING IN WEEKS OF TEACHERS AND ADMINISTRATORS
WITHDRAWING FOR VARIOUS REASONS FROM THE TOWN
AND TOWNSHIP SECONDARY SCHOOLS IN 1931

Major Factors Causing Withdrawal	Towns			Townships		
	Admin- istra- tors	Teach- ers	All	Admin- istra- tors	Teach- ers	All
I. Cases of Dismissal:						
A. Professional ...	180	144.3	144.3	180	144.4	146
B. Political	155	144.0	144.4	171	144.4	149
C. Personal	159	144.4	144.5	158	144.4	145.3
D. Economic	153	144.2	144.3	147	144.4	144
E. Community	---	180	180	155	144.3	147
F. Miscellaneous ..	---	126	126	153	144.5	145.5
Total	161	144.2	144.4	172	144.4	148
II. Cases of Voluntary Withdrawal:						
A. Professional ...	183	144.5	149	177	144.2	144.4
B. Political	---	---	---	180	165.5	174
C. Personal	---	144.1	144.1	164	144.2	144.2
D. Economic	162	144.0	144.2	171	144.3	144.4
E. Community	---	144.0	144.0	---	---	---
F. Miscellaneous ..	---	143.8	143.8	159	108	126
Total	180	144.3	144.4	171	144.2	144.4
III. Unknown	171	---	171	---	143.9	143.9
All Cases	171	144.2	144.4	172	144.3	144.6

college graduation. The exceptions are found in the case of town teachers dismissed or resigning for miscellaneous reasons and township teachers resigning for miscellaneous and unknown reasons.

A better portrayal of the actual situation is given in Figures 14, 15, and 16. In Figure 14 the percentage of township principals possessing various amounts of training in weeks is given; in Figure 15, the percentage of town teachers; and in Figure 16, the percentage of township teachers. The percentages for town principals and superintendents are not given, because of the small number involved.

Contrary to expectations, principals with the greater



^aThe percentage is larger than that for "Professional" or "Others" because duplications were eliminated.

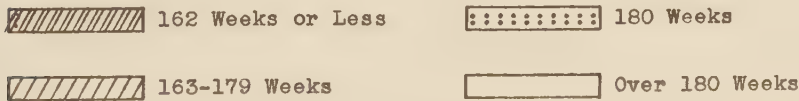


Fig. 14.--Percentage of township principals possessing various amounts of training in weeks.

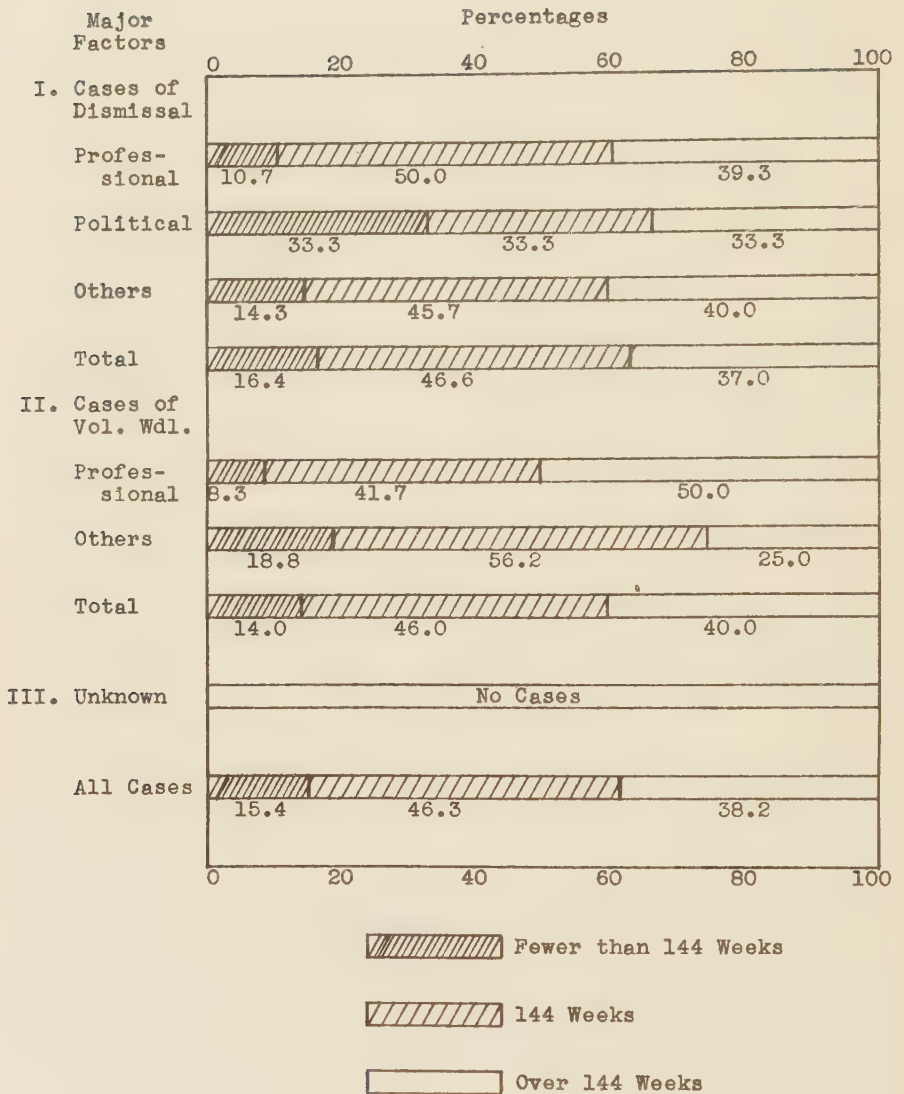


Fig. 15.--Percentage of secondary teachers possessing various amounts of training in weeks in the town schools of Indiana.

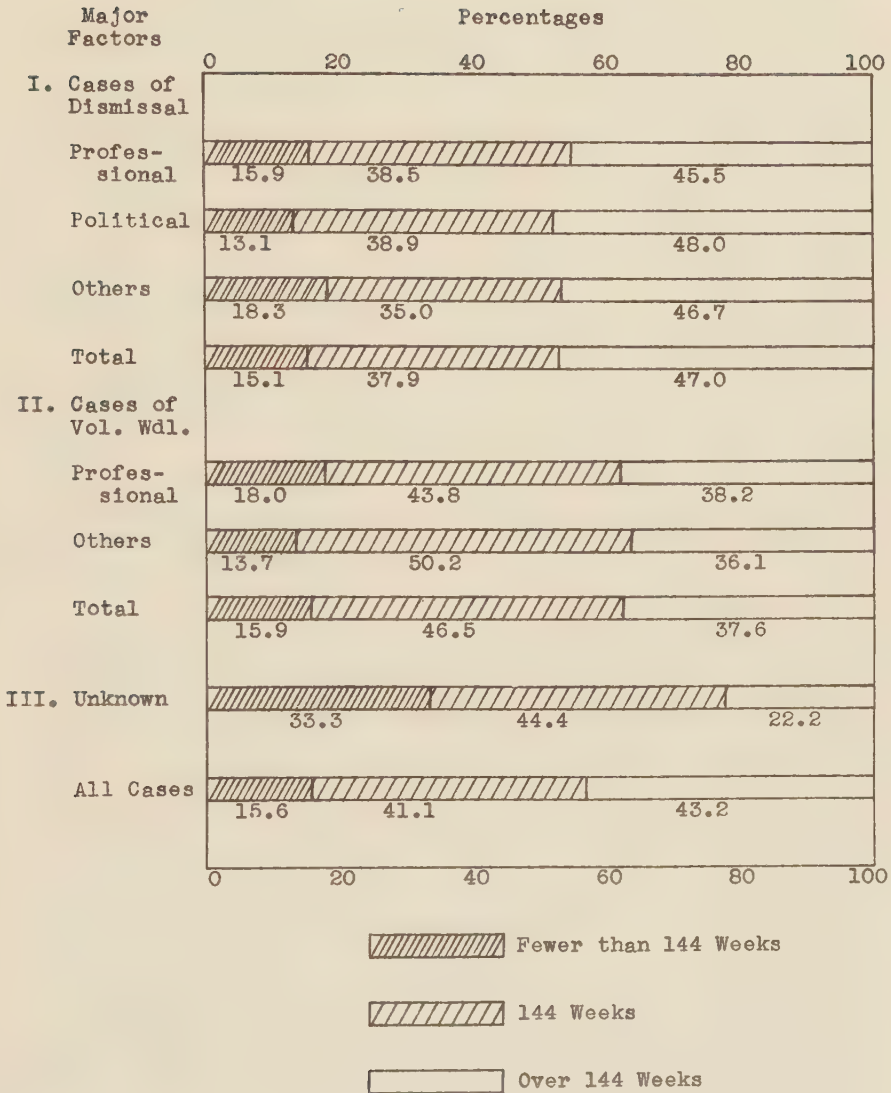


Fig. 16.--Percentage of secondary teachers possessing various amounts of training in weeks in the township schools of Indiana.

amount of training on the average are dismissed for professional reasons. Five principals in 8 had spent at least 180 weeks in college and university study. Among the principals dismissed for political reasons 3 in 8 had an equivalent amount of training--at least 180 weeks. About 1 principal in 3 dismissed for other reasons had spent at least the equivalent of 5 years in training. Exactly one-half of the principals resigning for professional reasons recorded 180 weeks or more of training. For others resigning the ratio falls to 2 in 5. When all township principals withdrawing are considered 43.6 per cent, or approximately 4 in 9, can be credited with the equivalent of 5 years or more of training. When amount of training is considered alone it seems that township schools are losing the services of presumably qualified principals. Of course many of these men simply transfer from one township school to another.

It is gratifying to see the large percentage of town and township teachers with over 144 weeks of training. Thirty-eight and two-tenths per cent of the town teachers and 43.2 per cent of the township teachers fall within this category. Approximately 1 teacher in 6 withdrawing has less than 144 weeks of training in both types of school corporation. Significant differences in the amount of training possessed by teachers withdrawing for various reasons do not exist.

Median success grade.--In Table LXXIII the success grades of teachers and administrators withdrawing for various reasons in the towns and townships are shown. Teachers dismissed for professional deficiencies had the lowest rating in success. It is interesting to note that teachers dismissed for political reasons ranked at or near the top of the list. In other words, are the teachers best in the opinion of the supervisory officers lost to the schools through politics? Teachers in the towns were given a higher rating on the whole than were the township teachers. The fact that the town teachers had taught for a longer period on the average than the township teachers may explain the difference in part.

Median salary.--As shown in Table LXXIV, township teachers dismissed for professional and economic reasons received the smallest median salaries. This fact is not surprising in the case of township teachers dismissed for professional reasons, since they were in the main teachers with a small amount of experience. The chief economic factor causing dismissal was the desire on the part of school officials to reduce their staffs. As a rule, new teachers in the system were dropped for this reason, which may account for the small median salary. Teachers dismissed for political reasons ranked at or near the top of the list in median salaries

TABLE LXXIII

MEDIAN SUCCESS GRADE OF TEACHERS AND ADMINISTRATORS
WITHDRAWING FOR VARIOUS REASONS FROM THE
TOWN AND TOWNSHIP SECONDARY SCHOOLS IN 1931

Major Factors Causing Withdrawal	Towns			Townships		
	Admin- istra- tors	Teach- ers	All	Admin- istra- tors	Teach- ers	All
I. Cases of Dismissal:						
A. Professional	97.0	94.3	94.5	97.5	94.2	94.8
B. Political	97.5	96.3	96.7	97.8	95.2	96.0
C. Personal	96.0	96.0	96.0	97.8	94.8	95.2
D. Economic	98.0	95.7	96.0	---	94.9	94.9
E. Community	---	96.5	96.5	97.4	94.7	96.2
F. Miscellaneous ...	---	---	---	98.0	94.5	95.0
Total	97.5	95.6	95.8	97.7	94.9	95.5
II. Cases of Voluntary Withdrawal:						
A. Professional	98.5	94.8	95.5	97.6	94.8	95.6
B. Political	---	---	---	97.7	96.0	96.5
C. Personal	---	95.0	95.0	97.6	95.0	95.2
D. Economic	98.0	97.7	97.8	98.0	95.1	95.6
E. Community	---	---	---	---	---	---
F. Miscellaneous ...	---	94.2	94.2	98.0	97.7	97.8
Total	99.0	95.1	95.3	97.7	94.9	95.5
III. Unknown	97.0	---	97.0	---	94.8	94.8
All Cases	97.6	95.4	95.7	97.7	94.9	95.5

received in both the towns and the townships. Other differences to be noted are too small to be significant.

Dismissals to evade permanent tenure.--In Table LXXV the qualifications of all teachers and administrators dismissed in the towns and townships in 1931 because of the tenure law are shown in comparison with the qualifications of all staff members in both types of corporation dismissed and withdrawing for all reasons. While the administrators dismissed because of tenure had less experience than all administrators dismissed and all administrators withdrawing, the teachers dismissed for this reason outranked the other two groups by several years. Combining the administrators and teachers dismissed to evade tenure the group

TABLE LXXIV

MEDIAN SALARY PER YEAR OF TEACHERS AND ADMINISTRATORS
WITHDRAWING FOR VARIOUS REASONS FROM THE TOWN
AND TOWNSHIP SECONDARY SCHOOLS IN 1931

Major Factors Causing Withdrawal	Towns			Townships		
	Admin- istra- tors	Teach- ers	All	Admin- istra- tors	Teach- ers	All
I. Cases of Dis- missal:						
A. Professional..	\$1,850	\$1,433	\$1,450	\$2,012	\$1,295	\$1,320
B. Political	1,825	1,450	1,475	2,019	1,383	1,449
C. Personal	1,550	1,400	1,408	2,225	1,332	1,358
D. Economic	1,850	1,383	1,400	2,150	1,260	1,262
E. Community	-----	1,350	1,350	2,000	1,425	1,575
F. Miscellaneous.	-----	1,200	1,200	2,125	1,337	1,375
Total	1,867	1,414	1,437	2,027	1,366	1,420
II. Cases of Volun- tary Withdrawal:						
A. Professional..	\$2,525	\$1,394	\$1,450	\$2,050	\$1,372	\$1,417
B. Political	-----	-----	-----	1,950	1,450	1,850
C. Personal	-----	1,419	1,419	1,950	1,332	1,368
D. Economic	1,700	1,450	1,650	2,075	1,347	1,387
E. Community	-----	1,650	1,650	-----	-----	-----
F. Miscellaneous.	-----	1,450	1,450	1,950	1,225	1,250
Total	2,300	1,422	1,447	2,031	1,357	1,399
III. Unknown	\$2,100	-----	\$2,100	-----	\$1,294	\$1,294
All Cases	1,950	1,417	1,444	2,029	1,361	1,410

had approximately 3 more years of experience than either one of the other combined groups.

The differences in amount of training possessed by the various groups were small, although the administrators dismissed to evade permanent tenure headed the list in amount of training. The teachers dismissed because of tenure had higher success grades on the average than the other teacher-groups. The staff members as a whole losing their positions because of tenure had a median success grade of approximately 1.5 per cent higher than either of the other two combined groups. The highest paid teachers included

TABLE LXXV

MEDIAN EXPERIENCE, TRAINING, SUCCESS GRADE, AND SALARY
OF TEACHERS AND ADMINISTRATORS DISMISSED IN 1931
BECAUSE OF THE TENURE LAW

Item: Teacher-Groups	Medians for Various Cases		
	To Evade Permanent Tenure	All Dis- missal Cases	All Cases of With- drawal
Experience in Years:			
Administrators	11.2	16.1	15.3
Teachers	8.3	4.9	4.8
All	9.0	6.0	5.8
Training in weeks:			
Administrators	179.6	171.5	172.1
Teachers	144.2	144.4	144.3
All	145.8	147.4	144.6
Success grade:			
Administrators	97.7	97.7	97.7
Teachers	96.8	95.0	95.0
All	97.0	95.7	95.5
Salary per year:			
Administrators	\$1,983	2,017	2,025
Teachers	1,444	1,372	1,369
All	1,476	1,423	1,415

in the three groups in Table LXXV were the group dismissed to evade tenure. In fact, the difference between the group dismissed to evade tenure and all teachers was seventy-five dollars.

The foregoing data lead to the conclusion that the teachers and administrators who had to change their positions in order to evade being placed on permanent tenure were as well qualified, and in a majority of cases better qualified, for their positions than the staff members dismissed for various other reasons, and even than the entire group of staff members withdrawing at the close of the school year 1930-31.

Qualifications of the Turnover Group Compared with Those of the Replacement Group

The treatment of teacher-qualifications in respect to withdrawals at the close of a school year can be terminated by a comparison of these qualifications with those of staff members

considered as replacements the following year. Such a comparative study is presented in Table LXXVI.

TABLE LXXVI

MEDIAN EXPERIENCE, TRAINING, SUCCESS GRADE, AND SALARY OF
TEACHERS AND ADMINISTRATORS WITHDRAWING AT THE CLOSE OF
1930-31 COMPARED WITH THOSE OF STAFF MEMBERS
REPLACING THEM IN 1931-32

Item of Comparison	Towns		Townships	
	With- drawals	Replace- ments	With- drawals	Replace- ments
Experience in years:				
Administrators	15.5	11.9 ^a	15.3	13.3 ^a
Teachers	5.2	2.8	4.8	3.1
All	6.2	3.1	5.8	4.3
Training in weeks:				
Administrators	171.5	180.0	171.8	173.8
Teachers	144.2	144.2	144.3	145.2
All	144.4	144.3	144.6	149.1
Success grade:				
Administrators	97.6	98.0	97.7	97.6
Teachers	95.4	95.7	94.9	95.3
All	95.7	95.9	95.5	95.8
Salary per year:				
Administrators	\$2,050	2,000	2,029	1,897
Teachers	1,417	1,352	1,358	1,264
All	1,444	1,364	1,410	1,284

^aNumber of years of experience at close of school year 1930-31.

The most astonishing differences are noted between groups in the number of years of experience and in the salaries received. Administrators and teachers replacing those withdrawing in the towns had on the average approximately three years less experience, and in the townships one and one-half years less experience. Considering economic conditions and length of tenure it is not surprising to find that teachers employed in a school for the first time in 1931-32 received less salary than those leaving at the close of the previous year.

In respect to amount of training the 1931-32 group out-ranked the earlier group. This difference may be partially due to the opportunity of the 1931-32 group to attend school during

the summer of 1931. Furthermore, the replacements had a higher success grade on the average than the withdrawals. Of course many teachers are included in both groups. A teacher who withdrew from one school in 1930-31 and was employed in another in 1931-32 is considered here as a replacement and as a withdrawal. The higher median success grade may mean that a number of the less-successful teachers withdrawing in 1930-31 were unable to find employment in the teaching field in 1931-32.

Summary

Although exceptions were noted, it can be stated that in the main staff members in 1931-32 in the smaller secondary schools of Indiana were better qualified for their positions than they were in 1926-27, as indicated by their experience and training. In 1931-32 staff members in the towns were receiving larger salaries than they were in 1926-27; however, in the townships they were receiving lower salaries in 1931-32 than in 1926-27.

The data on teacher-qualifications in relation to tenure in a position show that the group with permanent tenure has more experience and is as well trained as the group without permanent tenure. Furthermore, teachers and administrators with the longer tenure receive higher success grades and also larger salaries than teachers and administrators with the shorter tenure.

In comparing the teachers in the turnover group with those in the retained group it was found that the latter are usually more experienced and better paid and that the two groups possess approximately the same amount of training. Although the schools usually retain their higher-paid administrators, they are not always so fortunate in retaining their more-experienced and better-trained administrators.

In general, teachers and administrators withdrawing for various causes did not possess distinctive characteristics. However, some differences deserving mention were noted: the teachers dismissed for political reasons in the townships were among those with the larger amount of experience; the administrators dismissed or resigning for economic reasons were among those with the more experience; the teachers dismissed for personal reasons were among those with the smaller amount of experience; and the teachers and administrators dismissed had a larger amount of experience than those resigning.

Staff members in the replacement group in 1931-32 had less experience and received smaller salaries, but had more training, than the staff members who withdrew at the close of the school year, 1930-31. In other words, the schools filled the vacancies created by dismissals and resignations with less-experienced

teachers and administrators at lower salaries. However, the new staff members were as well or better trained in a majority of the cases, when compared with their predecessors.

The data presented in this chapter have revealed information deserving favorable mention: the higher qualifications of teachers and administrators in recent years; the retention of the better-qualified teachers; the apparent reluctance on the part of town school officials to lower salaries; the qualifications of the staff members with the longer tenure, and especially of those on permanent tenure; and the training of the replacement group. The data also revealed the existence of practices and conditions which may result in lowering the efficiency of the teaching personnel in the schools concerned; to wit: the low salaries in the township schools; the loss of the better-qualified administrators by turnover; the dismissal of the more-experienced teachers for political reasons; and the replacement of staff members by those with less experience, at lower salaries.

CHAPTER IX

SUMMARY AND IMPLICATIONS

The extent of the problem of teacher turnover among the smaller secondary schools of Indiana has been shown by citing the rate of turnover, the length of tenure, and the relationship between turnover and teacher-qualifications. Furthermore, an analysis of the causes of turnover has been made in order to determine the extent to which professional, political, personal, and various other factors are responsible for dismissals and resignations. A summary of the major findings will prepare the way for a statement of conclusions and recommendations. The study will be brought to a close by listing related issues needing further investigation, if the problem of teacher turnover is to be solved in a scientific manner.

Summary of Major Findings

The amount of turnover and the length of tenure in the smaller secondary schools of Indiana indicate that frequent changes occur in the teaching and administrative staffs. At the close of the school year, 1930-31, 35.2 per cent of the staff members in the township schools and 16.4 per cent of those in the town schools withdrew from their positions. The rates of turnover among principals, in the towns and townships, were slightly higher than those among teachers. Very significant differences were found in the rates of turnover for schools of various sizes. Schools employing from 1 to 4 staff members had a turnover in 1931 of 46.1 per cent; from 5 to 8, 33.4 per cent; from 9 to 12, 26.7 per cent; and 13 or over, 16.4 per cent.

In 1926-27 the mean tenure of the staff members in the township secondary schools was 2.62 years and in the town secondary schools, 3.15 years. By 1932-33 the mean tenure for the township group had increased to 3.44 years and for the town group, to 4.86 years. Nine and two-tenths per cent of the staff members in the township schools in 1926-27 had been in their positions over five years, as compared with 15.6 per cent in 1932-33. In the town schools the percentage serving over five years in 1926-27 was 15.5, which had increased to 30.6 by 1932-33. Administrators had a longer average tenure and had a larger percentage of their

members on permanent tenure than teachers in 1932-33. Staff members who withdrew for various reasons from their positions at the close of the school years, 1930-31 and 1931-32, had a shorter tenure on the average than those who remained.

The revelation of a high rate of turnover and a short period of tenure led to an analysis of the causes of teacher turnover. There were 2,971 statements collected giving the reasons for the dismissal or resignation of teachers and administrators from 1927 to 1932. Although the professional factors were responsible for the largest number of withdrawals, combining cases of dismissal and resignation, the political factors were chiefly responsible for cases of dismissal. Personal, economic, community, and miscellaneous factors ranked in the order named as causes of turnover.

The chief causes of dismissal, classified as professional factors, included "Weakness in discipline," failure to meet subject-combination requirements, and failure to co-operate. Teachers and administrators resigned to accept promotions and to take further training, both of which were considered to be professional reasons. The majority of the staff members receiving promotions went into larger systems, accepted what they termed "a better position," or received an increase in salary. Seventy-one men teachers and 2 women teachers accepted principalships.

"Tenure law," "New trustee," "Replaced by local teacher," and "Politics" were the causes given for nearly all the cases of dismissal classified under political factors. The tenure law was responsible for 371 dismissals in the township secondary schools from 1927 to 1932 and for 40 in the town secondary schools from 1927 to 1931. The number of dismissals to evade tenure increased in the township schools during recent years. In January, 1931, the turnover among trustees in townships with secondary schools was almost 80 per cent (79.3). In secondary schools having a trustee change, there was a teacher turnover of 37.8 per cent at the close of the school year, 1930-31, as compared with a turnover of 25.5 per cent in secondary schools without a trustee change. Judging from the sampling of causes of turnover obtained from township trustees, many of the dismissals which follow trustee changes are made for the purpose of improving the schools.

Marriage and deficiencies in personality traits to include irregularities in conduct were the chief causes of dismissal for personal reasons. Teachers resigned to get married and because of ill-health and related factors, considered to be personal in nature. Economic withdrawals were due to retrenchment programs, to a desire to be nearer home, to a desire to enter or to take training for other types of work, and to salary difficulties.

Community factors included community dissatisfaction with a principal, coach, or teacher and failure to take part in community activities. The data on the whole revealed a large number of dismissals due to deficiencies in traits essential for success as a teacher or school administrator.¹

In comparing the causes of turnover among administrators and teachers, it was discovered that "Weakness in discipline," "Politics," and irregularities in conduct were responsible for the dismissal of a larger percentage of administrators, while failure to meet subject-combination requirements, "Replaced by local teacher," marriage, and retrenchment programs were responsible for the dismissal of a larger percentage of teachers. Administrators resigned to accept promotions and to enter other types of work to a greater extent than teachers. Teachers resigned to obtain additional training more frequently than did administrators.

Teachers with shorter tenure than the average were dismissed because of weakness in discipline, for failure to meet subject-combination requirements, because of new trustees, to be replaced by local teachers, for deficiencies in personality traits, and as a consequence of retrenchment programs to a greater extent than teachers with longer tenure. On the other hand, teachers with longer periods of service in present position were dismissed for failure to co-operate, in order to evade tenure, and because of "politics" to a greater extent than the others. Furthermore, teachers with longer tenure resigned to obtain additional training and to change occupations more frequently than those with shorter tenure.

When compared on a percentage basis, the town teachers and administrators were dismissed to evade tenure almost as frequently as the township teachers and principals. However, dismissals for other political reasons occurred much more frequently in the township schools than in the town schools. The percentage of dismissals for professional and personal reasons was larger in the town schools than in the township schools. A larger percentage of the township teachers resigned to accept promotions, while a larger percentage of the town teachers resigned to obtain further training.

Fifty-five and three-tenths per cent of the withdrawals in the towns and 61.0 per cent of those in the townships at the close of the school year, 1930-31, may have been avoided, judging by the evidence at hand. Eliminating the cases which were probably avoidable from the number withdrawing in 1931, the rate

¹See pp. 107-109 for a list of these teacher traits.

of turnover may have been reduced to approximately 7.5 per cent in the towns and to approximately 14.0 per cent in the townships.

During the years covered by this study, 188 staff members on permanent tenure were dismissed from their positions, 216 resigned, and 10 either were dismissed or resigned, the specific cause being unknown. The largest number of dismissals were for political reasons and the largest number of resignations were for professional reasons, 78.4 per cent of the latter cases being promotional in character. By 1931-32 only ten of the 188 teachers and administrators dismissed had appealed their cases to court. One case had been decided against a dismissed superintendent and two cases involving a principal and a teacher were decided in their favor. The superintendent had appealed to a higher court. The other seven cases had not been tried at the time of the investigation.

Approximately two superintendents in five interviewed in 1931-32 were opposed to the teacher-tenure law, two in five made qualified statements regarding it, and one in five was for it. The superintendents included all county and town superintendents who had secondary schools under their supervision, the total number being 87 county superintendents and 81 town superintendents. Two principals serving at the head of town school systems were interviewed also. A larger percentage of the county superintendents than of the town superintendents were opposed to the law.

An investigation of the qualifications of teachers showed that the median town teacher in 1926-27 had been in the teaching profession 5.1 years and in 1931-32, 7.0 years. The median town administrator in 1926-27 had a total experience of 13.0 years and in 1931-32, of 16.5 years. The median township teacher in 1931-32 had an experience of 5.6 years, only one-half year greater than in 1926-27, and the median township principal, 14.9 years, or 1.5 years greater than in 1926-27. However, in amount of training the median administrator and teacher in the township schools made greater gains over the five-year period than those in the town schools. In 1931-32 the town staff members were receiving larger salaries than they were in 1926-27; in contrast the township staff members were receiving smaller salaries. Although possessing equal amounts of training, staff members with longer tenure in a position were usually more experienced and better paid than those with shorter tenure. Teachers and administrators on permanent tenure had more experience, on the average, than those without permanent tenure; and, furthermore, they were as well trained as the latter. The evidence showed also that the staff members on permanent tenure were rated as "Excellent" by their superintendents and that many of them had received additional training since

becoming permanent-tenure teachers.

In 1926-27 teachers and administrators withdrawing from the town and township schools had a lesser amount of experience and received smaller salaries than those remaining. In 1931-32 the same results were found, except that the administrators withdrawing had more experience than those remaining. Upon investigation it was discovered that the economic factor played an important part in causing the withdrawal of the more-experienced administrators in 1931. No significant differences were noted in the amount of training possessed by the two groups for either period. Staff members replacing those dropped at the close of the school year, 1930-31, had less experience, were better trained, and received smaller salaries than their predecessors.

Conclusions

Although norms of turnover have not been established, it seems reasonable to conclude that the rates of turnover among the teachers, and especially among the principals, are higher than they should be for the maintenance of efficient secondary schools in the townships of Indiana. The fact that many of the withdrawals are avoidable leads to the conclusion that the annual rate of turnover can be reduced by an appreciable amount. The rate of turnover among town teachers and administrators can also be reduced to some extent by the elimination of dismissals and resignations which appear to be avoidable. The varying rates of turnover among the schools of the state show, without doubt, a definite relationship to school size; that is, as the size of the school increases the rate decreases.

The average length of tenure among the township staff members, and even among the town staff members, is probably too brief for a teacher to become thoroughly informed about the pupils and community served by the school. Frequent changes in the teaching personnel of a school will prevent the accumulation of personal knowledge on the part of staff members which is essential if pupils are to be given proper guidance and counseling.

Judging from the number of dismissals, a teacher or principal must know how to control pupils if he wishes to succeed in a small secondary school. Some superintendents and employing officials still insist that a teacher or principal be a "disciplinarian." Although there may be cases of overemphasis on this point, yet a teacher must realize that learning will not take place in the classroom unless there is attention and interest on the part of the pupils and that it is his duty as a teacher to exercise proper control to provide a learning situation.

Failure to meet subject-combination requirements causes

the withdrawal of a large number of teachers. The practice of dismissing teachers for this cause leads to the conclusion that either the program makers, meaning the school heads, are at fault in arranging teacher programs, or training institutions are at fault in advising prospective teachers regarding subject-combination requirements in the smaller schools. It is possible that the cause of withdrawal is at times given as an excuse for the elimination of an undesirable teacher.

The teacher-tenure law probably caused a sufficient number of dismissals in the township schools from 1927 to 1932 to justify its revision in 1933 to exclude the township teachers. The law operated to the disadvantage of the teacher, not to mention its effect on the school, and failed to provide protection against dismissals for political and other unjustified causes. The rural communities as represented by their township trustees refused to accept the law in principle and in practice. There is evidence also that the law has not been acceptable in some of the town communities.

The number of dismissals, especially in the township schools, to give employment to home teachers leads to the conclusion that the local employing officials believe such a policy to be the proper one to follow in the selection of teaching staffs. Evidently, the practice has resulted from the fact that many of the township trustees assume sole responsibility for the employment of teachers. Within recent years a large number of local people with legal qualifications have made requests for positions in their home schools. The trustee because of his close acquaintance with the people of his township and because he is elected by popular vote places himself in line for criticism if he ignores these requests for "jobs."

The number of dismissals for deficiencies in personality traits seems to indicate that some of the teachers concerned should have been advised against entering the teaching profession. Teachers who are unable to adapt themselves to new situations and who lack qualities of leadership, refinement, and self-control cannot expect to retain their positions for an indefinite period without making an effort to improve their personalities.

Many employing officials in the smaller schools hold a prejudice against the employment of married women teachers. The economic situation is cited at times as the reason for such dismissal. It is believed that employing officials have not studied the problem seriously. Their attitude is expressed by the statement that "a married woman's place is in the home."

Retrenchment programs in recent years have accentuated the unemployment problem among teachers. The justification of

such programs cannot be determined without a study of individual cases. Wise economy, however, should be practiced continuously in school management, which would partially eliminate the necessity of reducing staffs when the economic cycle is on a low level.

The large number of teachers dismissed after one year of service in a system because of professional deficiencies shows either a failure to use adequate methods in the selection and supervision of the teaching staffs on the part of school officials, a failure on the part of teacher-training institutions to give proper guidance, or lack of ability on the part of the teachers concerned. No doubt in many cases all three factors are involved.

The range in the size of schools and the lack of uniformity in salaries have caused teachers and administrators to resign their positions to accept "better" positions elsewhere. Teachers and principals seem anxious to locate in larger school systems, even though the difference in size may be represented by the employment of only a few more teachers. No doubt, in a larger school the teacher has a greater opportunity to teach his major subjects. The promise of a larger salary seems to be a strong incentive for the average teacher or principal to change his position.

The frequency with which experienced teachers resign their positions to teach in their home town, township, or county leads to an inquiry regarding the cause. Although the influence of family ties may be the cause in some cases, the economic factor is believed to be the deciding one in a greater number of cases. A teacher who works in or near his home community can save money on transportation and may be able to live more cheaply. The problem of holding efficient teachers against the competition of "offers" from their home schools is closely related to the issue presented earlier concerning the dismissal of teachers to give employment to local applicants.

During the period of this study teachers and administrators resigned frequently to enter or to take training for other types of work. No doubt some of these resignations were made because the persons concerned were "misfits" in the teaching profession. On the other hand, it certainly is true that the schools lost the services of efficient teachers when some of these persons resigned.

In spite of turnover, many teachers and administrators in the smaller secondary schools have become more experienced and better trained in recent years. The schools because of turnover usually lose an experienced and well-trained teacher and obtain in his place a well-trained teacher with less experience at a lower salary. The majority of the teachers on permanent tenure

continued to receive additional training after becoming permanent-tenure teachers and kept pace in this respect with other members of the profession.

Recommendations

Certain definite recommendations grow out of the foregoing summary and conclusions. It was found that, with an increase in school size, there is usually a corresponding decrease in the rate of turnover among the teaching corps. Therefore it seems that the solution of the problem of teacher turnover in rural areas lies partly in the creation of larger attendance units wherever possible and thereby in the organization of larger schools. The recommendation cannot be carried out at once, but can be adopted as a state policy and become an actuality in the course of time. The creation of new high-school units should be discouraged, provided adequate high-school opportunities are within the reach of the pupil population. As a step toward the realization of the foregoing recommendation it is suggested that the civil township and possibly the independent town corporation be abolished as units of school administration. The county in Indiana is an important unit for the administration of civil affairs. It may well become the unit for school administration.

A county board of education elected on a non-partisan ticket should replace the present system of lay control. In comparing the two types of school district--the town and the township--it was shown that the problem of turnover is less serious in the town schools than in the township schools. Evidently the system of lay control in the town corporations, that is, a board of school trustees, has some bearing on the situation. The election of a township trustee on a partisan basis may disqualify him for his duties as a school officer.

The rural schools of Indiana need professional leadership. The foregoing proposal regarding the creation of a larger administrative unit should pave the way for the employment of county superintendents of schools who will be given the authority and responsibility needed by such leadership. If the rural schools must assume a large share, or even their proportionate share, of the responsibility for employing beginning teachers, more supervision must be provided. A teacher may form harmful habits during his first few years in the profession which will handicap him throughout his teaching career. The large number of dismissals for professional reasons shown in the present study is an indication that proper supervision is needed. The present county superintendents cannot shoulder all the responsibility for the absence of adequate supervision in the township schools. Their time and

facilities are too limited for the task. Although the principals seem to recognize the need for improving teachers in service, they evidently have difficulty for various reasons in carrying on a continuous and effective supervisory program.

Definite standards for the selection of teachers and principals should be established. With the organization of a larger administrative unit and the election of a board of school trustees on a county-wide basis, appointments should be made only upon the definite recommendation of the county superintendent of schools. The layman with his short tenure in office and lack of professional training cannot expect to become an expert in the selection of teachers. Furthermore, the people of a community need enlightenment regarding the true function of a school. Some people seem to believe the schools exist to give "jobs" to those in the community who may or may not have the legal qualifications to teach.

Greater uniformity in teacher salaries seems to be desirable within the state. The organization of larger units and increased financial support on the part of the state would permit the adoption of definite salary schedules, giving due recognition to a teacher's qualifications and efficiency and to the cost of living in various localities. Greater opportunities for promotion within a system, either in the way of a better position or by an increased salary, and improved working and living conditions would possibly prevent much voluntary turnover among efficient teachers.

Teacher-training institutions should give consideration to the problem of selecting prospective candidates for teaching in the smaller schools. Furthermore, teacher-training institutions should make a special study of problems connected with teaching in the smaller schools and should prepare teachers definitely for this work. Based upon causes of teacher-failure, this preparation should involve not only training in teaching techniques and subject matter, but also in child psychology, the development of personality traits, and problems of the rural and small town community. With better selection of candidates for training and with improved methods of guidance during training, the number of dismissals for professional and personal reasons will doubtless be reduced.

Some degree of standardization in subject-combination requirements seems to be needed in the smaller secondary schools of Indiana. There is something wrong with a system which permits the dismissal of a teacher, who has met the standards for employment and has given efficient service, for failure to meet subject-combination requirements. The State Department of Public Instruction should work with the teacher-training institutions and the smaller schools in bringing about closer agreement between teaching majors

and teaching programs and in formulating standards for arranging teaching programs in secondary schools of various sizes. The creation of larger attendance units and the organization of larger schools, in which greater specialization in the teacher's program is permitted, will solve the problem to some extent.

The organization of larger administrative units and the substitution of indefinite tenure for permanent tenure would probably remove some opposition to the existence of a teacher-tenure law in rural and small town communities. The foregoing changes will permit the transfer of a teacher from one school to another, in case a change seems desirable, and the dismissal of a teacher without trial whenever he fails to give efficient service. In fact, a tenure law to protect teachers against dismissal for political and other unjustified reasons may not be necessary if, and when, larger units are organized and the schools are placed under competent professional leadership.

Related Issues Requiring Study

The foregoing conclusions and recommendations suggest questions requiring further investigation and study:

1. At what point does teacher turnover become undesirable? The development of norms of turnover among teachers in schools of various sizes would be helpful in determining the seriousness of the problem of teacher turnover in a given school or group of schools.

2. What factors should control the organization of school attendance units?¹ Should educational efficiency and economy be sacrificed in order to give each rural community or town its own local school?²

3. Shall the county serve as the administrative unit? In case the county-unit plan is adopted, shall the cities and towns be allowed to maintain their independence in school administration

¹For a preliminary study of the problem, see Raleigh W. Holmstedt, Factors Affecting the Organization of School Attendance Units. Bulletin of the School of Education, Indiana University, Vol. X, No. 3. Bloomington, Indiana: Bureau of Co-operative Research, Indiana University School of Education, 1934.

²The problem is especially pertinent at this time (1934-35) in view of the incessant demand for economy. See F. P. O'Brien, Economies Possible in Larger School Units. Kansas Studies in Education, Vol. II, No. 3. Lawrence, Kansas: Bureau of School Service and Research, University of Kansas, 1934.

or shall the West Virginia plan be adopted?¹

4. To what extent should laymen be allowed to control school policies and practice? If the township trustee is removed from school administration, what type of lay representation shall be substituted? Is a board of education a better form of representation than a single trustee or commissioner?²

5. What type of organization is most satisfactory for the supervision of rural schools? Shall supervisory organizations similar to those in the cities be adopted, or does the rural situation require a different set-up?³

6. What constitute desirable standards for the selection and appointment of teachers in small schools?⁴ How can better teachers be selected for service in the smaller schools?⁵

7. Are trustees and boards of education justified in discriminating against married women teachers? The problem is especially pertinent at the present time and requires a solution

¹In West Virginia all schools of the county are under one board of education and the county superintendent. See L. V. Cavins, "West Virginia's County-Unit School System," Elementary School Journal, XXXIV (January, 1934), 335-40.

²Professor Nelson B. Henry of the University of Chicago believes "that any community can have as good administration in the schools as the intelligent leaders of the community will take the trouble to secure" ("The Best Plan for the Administration of the Public Schools of a City," Elementary School Journal, XXXIV [April, 1934], 561-64). Professors Judd and Engelhardt have expressed opinions on the problem. See Charles H. Judd, "The Place of the Board of Education," ibid., XXXIII (March, 1933), 497-501; Fred Engelhardt, "Boards of Education Have a Place," ibid., XXXIV (September, 1933), 30-35.

³For examples of practices in rural schools, see C. J. Anderson and I. Jewell Simpson, The Supervision of Rural Schools. New York: D. Appleton & Co., 1932.

⁴For a report of practices, see W. S. Deffenbaugh and William H. Zeigel, Jr., Selection and Appointment of Teachers. National Survey of Secondary Education Monograph No. 12. United States Office of Education Bulletin No. 17, 1932. Washington: Government Printing Office, 1933.

⁵For a general treatment of improved methods of recruitment, see Robert C. Woellner, "Improvement of Personnel through Efficient Recruitment," Elementary School Journal, XXXV (November, 1934), 175-85.

based on facts and not on sentiment.¹

8. Is a uniform salary schedule on a state-wide basis desirable, and if so what consideration should be given to the teacher's qualifications and efficiency and to variations in living costs in formulating such a schedule?²

9. Can, and should, teacher-training institutions be more selective in choosing candidates for the teaching profession?³ To what extent can colleges discover deficiencies in personality traits early in a candidate's training?⁴

10. What items need special emphasis in the training of teachers for smaller schools, and especially for schools located in rural and small town communities?⁵

11. To what extent is standardization desirable in small-school curriculums and in subject-combination requirements?⁶ Will standardization prevent the enrichment of the curriculum by the

¹The present status of the married woman teacher has been studied and is reported in David Wilbur Peters, The Status of the Married Woman Teacher. Teachers College Contributions to Education, No. 603. New York: Teachers College, Columbia University, 1934. For a brief summary of the report, see "Evidence on the Efficiency of Married Women Teachers," Elementary School Journal, XXXV (October, 1934), 89-91.

²The problem of salary scheduling has been treated in an able manner by Elsbree. See his Teachers' Salaries. New York: Teachers College, Columbia University, 1931. The problem of providing salary schedules for rural teachers requires a separate investigation.

³For a summary of an investigation of the problem, see "Selective Admission to Teacher-Training Institutions," Elementary School Journal, XXXV (October, 1934), 84-88.

⁴Teachers colleges are beginning to give this problem consideration. For example, see Ralph Noyer, "The Responsibility of Teacher Training Institutions for Diagnosing, Reconstructing, and Improving the Personalities of Prospective Teachers," Teachers College Journal, VI (September, 1934), 27-33.

⁵J. R. Shannon has studied the problem to some extent. See his Personal and Social Traits Requisite for High Grade Teaching in Secondary Schools. Terre Haute, Indiana: State Normal Press, 1928.

⁶For examples of suggested subject combinations in small secondary schools, see Knute O. Broady, Earl T. Platt, and Millard Bell, Practical Procedures for Enriching the Curriculums of Small

more enterprising schools?

12. Should teacher tenure be guaranteed by legislation?¹
Are teacher associations justified in advocating legal provisions protecting the teacher in his position? Do teachers in a large administrative unit need such protection?²

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¹For a study of the effects of a tenure law on teacher stability, see Holmstedt, A Study of the Effects of the Teacher Tenure Law in New Jersey. Teachers College Contributions to Education, No. 526. New York: Teachers College, Columbia University, 1932.

²Professor Engelhardt claims that teachers in cities really had security of tenure before tenure laws were passed. See "Changing Practices in the Administration of the Teaching Personnel," in Alvin C. Furich (ed.), The Changing Educational World, 1905-1930, p. 164. Minneapolis: The University of Minnesota Press, 1931.

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APPENDIX A

THE CLASSIFICATION OF ORIGINAL STATEMENTS CONCERNING CAUSES OF TURNOVER

As shown in chapter IV, there were collected 2,971 original statements concerning causes of turnover. Obviously the number was too large for treatment without classification. An examination of the original statements revealed three groups; namely, those representing cases of dismissal, those representing cases of voluntary withdrawal, and those which could not be classified with either of the first two groups because of insufficient information.

As the original statements representing cases of dismissal and cases of voluntary withdrawal were too numerous to be treated without further classification, it was discovered that some of them were predominantly professional in character, others political, still others personal, and so on. Consequently the causes were grouped according to the following plan:

I. Cases of Dismissal

- A. Professional Factors
- B. Political Factors
- C. Personal Factors
- D. Economic Factors
- E. Community Factors
- F. Miscellaneous Factors

II. Cases of Voluntary Withdrawal

- A. Professional Factors
- B. Political Factors
- C. Personal Factors
- D. Economic Factors
- E. Community Factors
- F. Miscellaneous Factors

III. Unknown

Lewis grouped the causes of turnover as given by fifty superintendents into economic, political, professional, individual, social, and geographical factors.¹ In his study of teacher turnover in Illinois Williams used the six factors given by Lewis and added two others; namely, "Refusal of board to reappoint" and "Miscellaneous."² In the present study the writer preferred to

¹Op. cit., pp. 331-33.

²"Turnover Among High-School Teachers in Illinois," School Review, XL (June, 1932), 420.

use the term "Personal" rather than "Individual" to represent such causes as marriage, ill-health, age, and others of this nature. The terms "Geographical" and "Social" were not used; it was deemed more desirable to classify causes of a geographical nature under economic or community factors and those of a social nature under personal or community factors.

For purposes of analysis it was necessary to show in some detail in chapters V, VI, and VII the various causes of turnover classified as professional, political, personal, and other factors. As many of the 2,971 original statements were either identical or nearly alike in composition, they were grouped under 168 causes. Two thousand three hundred thirty-one original statements, or 78.4 per cent of the total number, were classified under 22 causes, each with a frequency of 25 or more. The remaining 640 original statements, or 21.6 per cent of the total number, were classified under 146 causes, each with a frequency ranging from 1 to 24.

In the following outline the 22 causes, under which over three-fourths of the original statements were classified, appear along with typical statements of the superintendents as recorded by the writer, at the time of the interview, on Forms D-1 and D-2 (see page 16):

I. Cases of Dismissal

A. Professional Factors

Weakness in discipline:

- Didn't give satisfaction--too lax in discipline
- Discipline
- Failure--lax in discipline
- Lack of discipline
- Lax in discipline for principal
- Poor discipline
- Poor discipline--couldn't control boys
- Weak in discipline

Subject combination:

- Could not qualify for subjects desired to be taught
- Desired to combine art and music--teacher taught art only
- License would not fit in with program
- Not licensed in subjects to be taught
- Readjustment to meet state-aid requirements--subject combination
- Reorganization of program
- Subject combination
- Wanted to alternate physics and chemistry--teacher couldn't teach chemistry
- Wanted to put in another subject--he didn't have license required

Unsatisfactory--general:

- Inefficient
- Not satisfactory
- Unsatisfactory--general
- Unsatisfactory--poor teacher

Unsatisfactory work
Unsatisfactory work--general
Weak
Weak--general
Weak--unsatisfactory work

Lack of co-operation:
Lack of co-operation
Teacher wouldn't co-operate

"Poor" instruction:
Unsatisfactory as an instructor
Unsatisfactory--instruction

B. Political Factors

Tenure:
A "swap" on account of tenure
Coming under tenure
Dismissal on grounds of tenure
Tenure
Tenure--trustee's policy
Transferred to another school in the county on account of tenure

New trustee:
Change of trustee
Change in politics
New trustee
New trustee gives no reason
Political changes
Trustee change

Replaced by local teacher:
Dismissed for local teacher
To be replaced by home boy
To be replaced by home teacher
To be replaced by local girl
To be replaced by local teacher
To be replaced by man who married local girl
To make room for local teacher

"Politics":
Political situation
"Politics"

C. Personal Factors

Married:
Let out because of marriage
Married before school closed--trustee would not employ married woman
Married--trustee does not employ married teachers

D. Economic Factors

Reduced staff:
Combined work to reduce staff
Dispensed with job
Reduced staff--state aid school

Reduced teaching force
Reduction in staff

E. Community Factors

Community dissatisfaction:
Community dissatisfaction
Community wanted change
Trustee didn't care to re-employ him due to complaints
from people

II. Cases of Voluntary Withdrawal

A. Professional Factors

Promotion:
Better position
Better position--higher salary
Elected county superintendent
Got a principalship (teacher)
Increase in salary
Promoted to a better position
Promoted (teacher) to principalship of another township
school
Promoted (teacher) to principalship of an elementary
school
Promoted (principal) to superintendency of another system
Promotion
Promotion--better salary
Promotion--college position
Promotion (teacher)--larger school system
Promotion (principal)--principal of larger school
Promotion--salary increase

Further training:
Resigned to attend college
Resigned to complete college training
Resigned to finish training at I. U.
Resigned to finish work for degree
Resigned to take post-graduate work at Stanford
Resigned to work on Ph. D.

C. Personal Factors

Married:
A married lady--resigned
A married lady--resigned; husband doing well in business
Got married--resigned
Married--quit teaching
Married--resigned

Ill-health:
Ill-health
Illness--tuberculosis
Operation
Physical breakdown
Quit on own accord because of poor health
Resigned to go to New Mexico for his health
Resigned to regain health

Desire for change:

Didn't desire principalship any more
He thought a change would do him good
Resigned to accept position in another county
She wanted to change
Shifted to another school in county because of his own wish

D. Economic Factors

Entered other type of work:

Accepted library position in Ohio
Became county agent
Became home demonstration agent
Elected county auditor
Elected county clerk
Elected county treasurer
Entered missionary field
Resigned to accept position with publishing company
Resigned to become manager of chain store
Resigned to enter boy scout work
Resigned to enter business
Resigned to enter contracting business with father
Resigned to enter greenhouse business
Resigned to enter insurance business
Resigned to enter ministry
Resigned to sell school supplies
Retired to engage in farming

Accepted position nearer home:

Accepted position in home county
Accepted position in home state
Located nearer home

Accepted position in home town or township:

Resigned to accept position in home school
Resigned to accept position in home town (township)

Reduction in salary:

Cut in salary
Dissatisfied with wage reduction
Reduced salary
Trustee lowered salary and teacher resigned
Wouldn't accept reduction in salary

III. Unknown

No information:

Cause unknown

The 146 causes, each with a frequency of fewer than 25 original statements, are given in sufficient detail in the tables in chapters V, VI, and VII and need not be repeated here.

